

**SCHOOL/SITE \*ENVIRONMENT MANAGEMENT PLAN (SEMP)**

*\* includes environmental, social/ cultural and economic dimensions*

**School/Site:**

<p><b>Vision</b> What will our school/site *environment be like in 3-5 years? How will we be living more sustainably?</p>	<p>Our vision is to connect children with nature through play so they can connect with and care for our planet. We would like to develop an environment where children are able to engage with nature, develop a respect for and an understanding of sustainable practises. We aim to support children and families knowledge, skills and understandings of sustainable practices, through modelling the practices and embedding them in the curriculum.</p>					
<p><b>Values</b> Which of our current site values connect with education for sustainability and our vision (e.g. care, respect, and equity)?</p>	<p>Inspired learners, empowered families, connected communities</p>					
<p><b>Rationale</b> Why we want to become more sustainable.</p>	<p>It is important to increase children’s understanding and awareness of the world that we live in by being sustainable citizens. These practices also support children to be positive happy and healthy adults and become active and connected participants in their communities.</p>					
<p><b>Context</b> What is unique to our site that we need to consider in planning for improvement?</p>	<p>There are 51 families who attend the preschool. The families consist of a variety of cultures and ranges of home experiences and include 17% Aboriginal and Torres Strait Island Families and 55% of families speak English as an additional language or dialect (this figure includes both ATSI and EADL as they are included together often). The current design of the outdoor area has resulted in a lack of shade (non-compliant) and low plant biodiversity. All the plantings are new plantings and there are no established trees/plants. There is a chicken shed, but we are unable to house chickens at this stage because the cage is non-compliant</p>					
<p><b>Links with other site plans and policies</b> e.g. Site Learning Plan</p>	<ul style="list-style-type: none"> <li>• Inner West Partnership - creativity and critical thinking focus</li> <li>• Quality Improvement Plan</li> <li>• Context Statement</li> <li>• Healthy Food Policy (based on Right Bite)</li> </ul>					
<p><b>Leadership team (working group)</b> The leadership team is ideally representative of the broader site community (students, staff, parents, community members) and reports to governance bodies.</p>	<p>Alison James(Director), Dani, Sarah, Teresa and Tiana (Teachers),Jon, Peter, Elina and Tania (Early Childhood Workers), preschool support staff</p>					
<p><b>Community groups involved in site initiatives</b> e.g. NRM Ed, OPAL</p>	<p>Preschool families, NRM Education, Governing council, Nature Education Centre</p>				<p><b>Estimated volunteer hours</b></p>	
<p><b>Core Indicators</b></p>	<p>We have used the Core Indicators to support planning for Education for Sustainability.      No</p>					
<p><b>Surveys</b> Indicate when you have undertaken initial and comparative surveys/audits. Results can be linked to SEMP.</p>	<p><b>Survey 1</b></p>	<p>Yes ✓</p>	<p>Date undertaken</p>	<p><b>Survey 2</b></p>	<p>Yes ✓</p>	<p>Date undertaken</p>
	<p>Energy</p>			<p>Energy</p>		
	<p>Waste</p>			<p>Waste</p>		
	<p>Water</p>			<p>Water</p>		

	Biodiversity			Biodiversity		
	Air Quality			Air Quality		
	Transport			Transport		
	Attitudes			Other		
<b>Action plans</b>	Attach action plans (sample on page 3)					

### What we are already doing

(Once collated this page can be appendices and/or displayed separately)

Water	Waste/Materials	Healthy Eating and Active Living	Transport
<p><b>Connections to Curriculum</b> Increase children's understanding of the importance of water conservation and implement strategies to reduce their water consumption.</p> <ul style="list-style-type: none"> <li>• Use of pumps - exertion required can limit water used.</li> <li>• Use water sparingly in the bathrooms – basins and toilets.</li> </ul>	<p><b>Connections to Curriculum</b> Make connections between what we consume and subsequent impact on the environment, through the use of intentional teaching and</p> <ul style="list-style-type: none"> <li>• Using worm farms and green waste for organic scraps</li> <li>• Be intentionally taught about waste and recycled materials</li> <li>• Using donated/reused materials in their creations, which also promotes creativity</li> </ul>	<p><b>Connections to Curriculum</b> Educators will promote the healthy eating policy and provide a role model for healthy eating practises. Children will engage in discussions about healthy eating.</p> <ul style="list-style-type: none"> <li>• Children will be involved in planning and planting produce in garden and entrance pot plant garden encouraging the connection of where food comes from.</li> <li>• Right bite</li> <li>• Produce such as lettuce, watermelon &amp; peas in cooking experiences or eating straight from the garden</li> <li>• Teaching safe eating of plants in the site, e.g. ruby salt bush (bush tucker)</li> </ul>	<p><b>Connections to Curriculum</b> Term 3 2018 educators will be discussing and graphing ways children get to preschool in conjunction with families and children. This is in response to children's interest in how different people get to preschool and in the number of families that ride bikes or walk to the preschool.</p>
<p><b>Infrastructure changes</b> e.g. rainwater tanks</p> <ul style="list-style-type: none"> <li>• Rainwater tanks</li> <li>• Irrigation - drippers</li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• Worm farm</li> <li>• Cardboard, paper recycling</li> <li>• Colour coded waste station established</li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• Raised vegetable garden beds</li> <li>• Fruit trees</li> <li>• Filtered tap water</li> <li>• Entrance pot plant garden</li> </ul>	<p><b>Infrastructure changes</b> Access to safe storage area for wheels in entrance area Late term 3 /early term 4 2018 (dependant on feedback from compliance team)</p>
<p><b>Behaviours/norms/culture</b></p> <ul style="list-style-type: none"> <li>• Use irrigation seasonally</li> <li>• Support children to minimise water use, e.g. reuse water after a learning experience to water the plants, using water sparingly in the bathroom for</li> </ul>	<p><b>Behaviours/norms/culture</b></p> <ul style="list-style-type: none"> <li>• Conversations with children about using minimal paper towel for hand drying, i.e. one piece</li> <li>• Using recycled toilet paper?</li> <li>• Conversations with children during</li> </ul>	<p><b>Behaviours/norms/culture</b></p> <ul style="list-style-type: none"> <li>• Healthy eating policy</li> <li>• Encouraging families to pack healthy snacks - fruit and vegetables</li> <li>• Cooking experiences based around healthy food/eating and food</li> </ul>	<p><b>Behaviours/norms/culture</b> There is a strong interest from the children in transport (trains, planes, bikes etc) and some of the group has travelled by public transport for an excursion and plan to carry</p>

<p>handwashing and toilet</p> <ul style="list-style-type: none"> <li>• Rainwater tanks are used to service the toilets</li> <li>• Tank water used as a preference if possible</li> <li>• Switch pumps off in morning/afternoons to limit water usage</li> </ul>	<p>lunch about packaging.</p> <ul style="list-style-type: none"> <li>• Recycled and donated materials</li> <li>• Ink cartridges are recycled at office works</li> <li>• Using only donated or recycled/reused materials in woodwork area and collage (no purchased items)</li> </ul>	<p>preparation skills.</p> <ul style="list-style-type: none"> <li>• Discussions at meal times about healthy eating and aspects of wellbeing.</li> <li>• Encourage the drinking of water, noticing when you feel thirsty. Reminders and easy access to drinking bottles throughout the day.</li> <li>• Children noticing changes and talking with their families about plants as they enter the centre.</li> </ul>	<p>out future excursions on public transport where possible</p>
<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>• Mulching garden beds to retain moisture</li> <li>• Investigate the feasibility of the current rain water tanks being used by the children or the installation of another water tank that children can readily access in main yard for play/watering plants</li> <li>• Yellow and brown stickers on toilets for half and full flush</li> </ul>	<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>• Decreasing landfill and paper waste</li> <li>• Visually demonstrate to children and families the amount of waste we produce and involve them in solving this problem</li> <li>• Explore decreased use of paper towels</li> <li>• Audit of bins</li> <li>• Staff to increase - rethinking recycled/natural products (when using products/purchasing)</li> <li>• Label all bins (late term 2/early term 3 2018)</li> <li>• Establish soft plastics bins and arrange for system of dropping off to collection sites.</li> <li>• Consistent practises, so that all systems run smoothly (cleaner, children, staff, families) - Jon (ECW) will be supporting this action in term 3 as part of his TAFE assignment</li> <li>• Natural and recycled materials and toys for play where possible.</li> <li>• Extend separated bins to staff room and other areas of children's centre</li> </ul>	<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>• Use produce for cooking and eating (ongoing)</li> <li>• Increase biodiversity of plants and include bush tucker plants at site. Including teaching safe eating of plants established at the site, e.g. ruby salt bush (bush tucker) - beginning term 3 2018 and ongoing into 2019 (dependent on changes to outdoor environment based on feedback from compliance team)</li> <li>• Encouraging families to contribute plants or ideas for plants for our entrance garden area. Encourage families to take ongoing care of plants</li> </ul>	<p><b>Priority actions</b></p> <p>A safe storage space to encourage a greater number of families to cycle/scoot to preschool</p> <p><b>Late term 3 early term 4 2018 (dependent on feedback from compliance team)</b></p> <p>Neighbourhood excursions and walks to encourage walking as a form of transport</p>

<b>Biodiversity</b>
<p style="text-align: center;"><b>Connections to Curriculum</b></p> <p>Children will further develop their understanding of plants and animals and their interconnection, including lifecycles.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>Learn about the lifecycles and care of Silkworms, Leaf insects</li> <li>Borrow animals from Nature Education Centre</li> <li>Encourage higher diversity of minibeasts at the site through planting higher diversity of plants</li> </ul>
<p style="text-align: center;"><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>Mulberry tree for silkworms - (waiting to be planted term 3 2018)</li> <li>Indigenous and native plants - ( begin Term 3 )</li> <li>Fruit trees - waiting to know where shade structures are going to be placed</li> </ul>
<p style="text-align: center;"><b>Behaviours/norms/culture</b></p> <ul style="list-style-type: none"> <li>Beginning to understand and respecting the needs of animals and how to care for them</li> <li>Instilling behaviours of putting animals back where they came from after they have been observed/drawn etc</li> <li>Exploring lifecycles (caterpillar/silkworm)</li> <li>Use of butterfly/bird/ identification charts</li> </ul>
<p style="text-align: center;"><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>• Further develop an understanding and respect for animals and the natural world by developing and using minibeast identification charts, cloud charts and butterfly/bird/ identification charts for use by children</li> <li>• Plant trees and bushes that hold interest for ongoing play and investigation, e.g. trees for climbing, plants that have gumnuts, seeds, flowers, edible parts</li> <li>• Increase number of indigenous plants (2018-2019)</li> <li>• Purchase equipment e.g. digital microscope to help children further explore natural world - (term 4 2018-2019)</li> </ul>

## Annual Achievements

### Year - Theme:

#### Goal(s) goals for the year

Work towards embedding sustainable practises throughout whole site and begin to improve biodiversity in outdoor environment

#### Target(s)

#### Achievements – anything achieved this year

- **2018**
- Labelling of all bins to correspond to the council bin system
- Colour coded bin stations system that correspond to council bin system
- Worm farm established (Wed/Thurs children term 1)
- Increase number of Plants indoors (late term 3/term 4 2018)
- Printing and using identification charts (birds, minibeasts and butterflies) - (late 2018)
- Leaf insects as permanent preschool pets (Term 1 2018)
- Increase vegetation to increase biodiversity (begin term 3 2018) in response to parent/child survey
- Regular borrowing from Nature Education Centre based on children's interest in animals (based on children's choice as of term 3 2018)
- Use of small buckets at snack times that match the colours of council bins
- Installation of log rounds for the children to balance on/climb over
- Education about unnecessary packaging in lunch boxes and running of lunch box ideas course
- Caterpillars discovered in the garden on newly planted citrus trees
- Plantings at front entrance of building to provide a more natural and welcoming entrance, (end of term 2) - (including parents and children in subsequent plantings)
- Involving parents and children by asking their opinion and ideas for the outdoor area – e.g. trees, experiences