

SITE *ENVIRONMENT MANAGEMENT PLAN (SEMP)

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

Site: Unley Kindergarten

<p>Vision What will our school/site *environment be like in 3-5 years? How will we be living more sustainably?</p>	<p>We promote life-long learning towards an evolving, sustainable future which values people in our richly diverse community.</p>					
<p>Values Which of our current site values connect with education for sustainability and our vision (e.g. care, respect, and equity)?</p>	<p>Respect, diversity, learning, creativity, fun</p>					
<p>Rationale Why we want to become more sustainable.</p>	<p>We work together to embed a culture of equity collaboration, openness, honesty, innovation and cohesion with a shared workload towards common goals and vision. We foster the whole child - their social, emotional, physical and spiritual wellbeing, and provide opportunities to maximise their potential while they are at Kindergarten. We are inspired by Claire Warden’s Nature Pedagogy philosophy which we implement interwoven with other good early childhood education practices.</p>					
<p>Context What is unique to our site that we need to consider in planning for improvement?</p>	<p>Building is owned by Unley Council – there are restrictions on what can be done on site e.g. on the external walls. Age and design of the building mean opportunities for reducing electricity and gas use for lighting, heating and cooling are limited. Aesthetics from the road must be considered when looking at infrastructure and plantings due to the very public nature of the site. Single intake.</p>					
<p>Links with other site plans and policies e.g. Site Learning Plan</p>	<ul style="list-style-type: none"> • Greenhill Partnership Plan (reflects the 13 DECD strategies and what is happening at the individual sites) • Primary Partnership Plan, Early Years Partnership Plan, Community Partnership Plan – informed by data from strategic planning group, and data from NAPLAN, MDI and AEDC. • Quality Improvement Plan 					
<p>Leadership team (working group)</p>	<p>(Director) Anne Howard (Teacher) – supporting 2 Early Childhood Workers and 1 TRT</p>					
<p>Community groups involved in site initiatives e.g. NRM Ed, OPAL</p>	<p>NRM Education, Unley Council</p>				<p>Estimated volunteer hours</p>	
<p>Core Indicators</p>	<p>We have used the Core Indicators to support planning for Education for Sustainability. Yes January 2015</p>					
<p>Surveys Indicate when you have undertaken initial and comparative surveys/audits. Results can be linked to SEMP.</p>	<p>Survey 1</p>	<p>Yes ✓</p>	<p>Date undertaken</p>	<p>Survey 2</p>	<p>Yes ✓</p>	<p>Date undertaken</p>
	<p>Energy</p>			<p>Energy</p>		
	<p>Waste</p>	<p>✓</p>	<p>Term 2, 2015 (and regularly by Sue)</p>	<p>Waste</p>		
	<p>Water</p>	<p>✓</p>	<p>In 2015, for 2014</p>	<p>Water</p>		
	<p>Biodiversity</p>			<p>Biodiversity</p>		
	<p>Air Quality</p>			<p>Air Quality</p>		
	<p>Transport</p>			<p>Transport</p>		
	<p>Attitudes</p>			<p>Other</p>		

What we are already doing

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

Energy	Water	Materials	Social/Cultural
<p>Connections to Curriculum</p>	<p>Connections to Curriculum Check the rain gauge and record rainfall Purposeful learning around measurement, capacity, volume, impact of lack of water on the environment, precious water</p>	<p>Connections to Curriculum Recycling – no plastic that’s fantastic Hey dude...did you bring nude food? numeracy activity graphing packaging choices Upcycling Regular audit of bins</p>	<p>Connections to Curriculum Introduce the concept of sustainability</p>
<p>Infrastructure changes Blinds installed along verandah to reduce direct sunlight</p>	<p>Infrastructure changes Rainwater tank plumbed to the toilets Shade cloth and mulching of vegetable beds to retain moisture Push taps changed to lever taps in toilets (2016) Water container with gradations at head of sandpit ‘creek line’ for water conservation (2017)</p>	<p>Infrastructure changes Worm farm for organic scraps Adopt a tree program Cardboard/paper recycling Cartridge recycling Sustainability Board promoting options for recycling household items e.g. batteries and printer cartridges All bins labelled Water and towel available to wash out re-usable food containers to take home</p>	<p>Infrastructure changes Governing Council created visual representation of sustainable practices – the Sustainability Board Mini-mud kitchen (built 2015) and new sand play area with water log</p>
<p>Behaviours/norms/culture Use gas heating as needed in winter Use air conditioner as needed in summer Turning everything off on Fridays</p>	<p>Behaviours/norms/culture 2015 – Parent conducted a water audit Bucket of water provided for play – if more water is wanted, children must be able to articulate why Water log controlled by staff, not used everyday</p>	<p>Behaviours/norms/culture Promote Nude Food lunch boxes with children, governing council and staff through learning, meetings and newsletters Promoted Nude Food to families using Zero Waste LOTE brochures Natural and recycled materials and toys for play Local community donate items for reuse Staff, children, cleaners know bin systems Use only one piece of paper towel for hand-drying</p>	<p>Behaviours/norms/culture Provide ESL parents with translated versions of the National Quality Standards Governing Council Induction Share learning about sustainability in the fortnightly newsletter to parents</p>
<p>Priority actions</p>	<p>Priority actions</p>	<p>Priority actions</p>	<p>Priority actions</p>

Biodiversity	Healthy Eating and Active Living	Transport	Economic
<p>Connections to Curriculum Silkworms – lifecycles, care of animals Observing local native birds</p>	<p>Connections to Curriculum Healthy eating program & physical activity which are embedded in the daily curriculum Use the produce for cooking and selling excess Understanding the links between seasons and produce available Inquiry: Can we grow our own food?</p>	<p>Connections to Curriculum</p>	<p>Connections to Curriculum</p>
<p>Infrastructure changes Possum nesting boxes in the large gum trees adjacent to the Kindergarten Mulberry tree for silkworms</p>	<p>Infrastructure changes Raised beds at the front of the Kindergarten for the edible garden Have been successful in getting Coles Jr Landcare grants to support the garden Use worm juice on the garden Vegetable patch in the northern garden</p>	<p>Infrastructure changes Log bike rack installed on northern porch for children’s bikes</p>	<p>Infrastructure changes</p>
<p>Behaviours/norms/culture</p>	<p>Behaviours/norms/culture Edible garden is a great focus for the community, who walk past, and the scarecrows are a good promotion of what is happening Encourage children to walk and use scooters Parents provide cuttings for the gardens Walking project in partnership with Unley Council Parent Handbook – Nutrition statement p. 5, p.6.; Sun safe policy p. 6 Save and use sweet pea and sunflower seeds</p>	<p>Behaviours/norms/culture</p>	<p>Behaviours/norms/culture Inviting the community to share excess produce via basket on the fence Community donating items for upcycling</p>
<p>Priority actions</p>	<p>Priority actions</p>	<p>Priority actions</p>	<p>Priority actions</p>

Annual Achievements

2018 Achievements

- Ran a Partnership twilight session on 'Community' – visibility of sustainable practice, cycles of food production and outdoor days, risk-taking, influencing the community's perception of sustainability
- Continuing learning sessions with Rebecca Mumford
- Trying a veggie pod to combat the challenges of raised beds having roots from surrounding plants invade them and dry out the soil
- Mini-habitat construction
- Imagine if solar bugs to investigate solar power
- A parent made re-usable bags as a fundraiser for the kindergarten and a grandma has gone out into the community and sold them on behalf of the Kindergarten with a sign made by the children. So far has raised \$200.
- Through a parent contact with a scrap metal yard, have made \$700 from donated items taken to the yard that can't be recycled through other channels.
- Childcare centre across the road showed an interest in the campfire and came over with their children to observe.
- Continue to use the scarecrow as a strategy to communicate with the wider community about what is happening with learning at the Kindergarten

2017 Achievements

- Spent 6 Fridays throughout the year (3 per group) outside all day with only natural play materials, included fire pit where possible
- Ann and Annie attended sessions of the Nature Pedagogy Conference (Nature Play SA)
- Set up a compost tumbler
- Northern garden edible patch established through Rebecca Mumford seasonal gardening program on Fridays
- Water container with tap and gradations set up for water play by the sandpit to reinforce water conservation
- Updated QIP with a focus on respect for the environment and building global citizens
- ACECQA Assessment – Exceeding in all areas
- Will pursue Excellent rating – currently working on the inquiry question related to Community
- Spending time outside of the site – e.g. the Village Green – and honing observation and listening skills

2016 Achievements

- Quality Area 3 established as a standing agenda item for staff and Governing Council meetings
- New cleaner trained in correct procedures for materials separation
- Ann Rieger completed Claire Warden 6-day Nature Pedagogy training
- Ann and Annie have shared their Claire Warden Nature Pedagogy learning with the other staff

- Nature Pedagogy has brought what happens at the Kindergarten more into the curriculum, and has helped to embed and make strong what was already there.
- Label all bins and educate everyone (Including the cleaner and GC) about the systems and why we sort materials (including mini bin material audit)
- Re-establish with the Governing Council why sustainability is a focus
- Governing Council develop a visually interesting sustainability statement about practices at the Kindergarten to share with the community.
- Northern garden redeveloped with water-wise plants, recycled timber furniture, moveable stepping stones and espaliered citrus, following the de-cluttering principle
- Upgraded drip irrigation system so it worked more efficiently
- Made fires and spent days learning outside during winter – achieved great social outcomes for children, parents and staff, as well as challenging the children’s thinking about creativity and limitations to their play (they couldn’t access things inside the building, and the areas were set up with natural materials only). Great experiences for self-regulation and emotional resilience.
- Successful Bunnings grant for worm towers, spade
- Annie made furniture/tee pees with the children using real tools
- Worm tower installed adjacent to outdoor eating area, so children can add food scraps directly
- Decluttering the yard and being more mindful about the provocations being set up for the children

2015 Achievements

- Sustainability on staff meeting agenda
- Sustainability on Governing Council meeting agenda
- Governing Council has a nominated member to work on community focus of sustainability
- Recycling of toner cartridges to Planet Ark – Australia Post – Sue
- Labelling of bins to provide a systemic approach to sorting rubbish
- Children, staff and cleaner have all learnt how the bin systems operate
- Governing Council member completed a water audit from 2014 water bills
- Unley Kindergarten Sustainability Board created – showcasing sustainable practices for children, staff and families
- Sharing of excess produce between the community and Kindergarten
- Families inspired to start their own vegetable gardens at home

Whole site planning for Education for Sustainability
(add further pages as needed annually)

Element	Sub-element	Focus Core Indicator(s) and strategies	Stage St/Ch/Co/Tr	Completed? Yes/No/ partially
Learning	Learning environment	<p>EfS Rubric: Our preschool identifies the range of potential learning environments to support action-based learning inside and outside the preschool.</p> <p>Core Indicator: Preschool community (children, staff and families) has identified existing and potential learning environments inside and outside the preschool.</p> <p>Evidence: 2017 - Started thinking about how to engage the children in learning within the northern garden space. Engaged Rebecca Mumford (Greenhill Living) to run a seasonal garden program every Friday. Children cooking with produce and selling the excess to the passing community. Instigated 6 Fridays a year – 3 for each group – to spend outside all day, with limited toy options (only natural materials).</p>	Starting	Yes
Understanding	Learning for sustainability	<p>EfS Rubric: Our preschool recognises that sustainability is a priority</p> <p>Core Indicator: Preschool community (children, staff and families) has discussed the need for social, environmental and economic sustainability</p> <p>Goal: 2018 - Focus on respect for the environment and building global citizens (QIP). Many children really struggling to respect the living and non-living environment.</p>	Starting	Ongoing
Community	Community connections	<p>EfS Rubric: Our preschool actively builds connections with community members.</p> <p>Core Indicator: Preschool community (children, staff and families) has built relationships with community members, agencies and organisations to support EfS.</p> <p>Evidence: 2017 - Engaged Rebecca Mumford from Green Living to do a termly program around seasons with the children, which continues in 2018. Community contacting the Kindergarten about reusing donated items. Many ex-families and children come back and visit the Kindy.</p> <p>Goal 2018: Define what 'Community' means through an inquiry for ACECQA 'Excellent' accreditation</p>	Challenging	Yes
	Building capacity	<p>EfS Rubric: Opportunities are provided to develop skills, understandings and values for sustainability.</p> <p>Core Indicator: Preschool community (children, staff and families) has provided learning opportunities for sustainability for preschool community.</p> <p>Evidence: Ann and Annie attended the International Nature Pedagogy Conference in Adelaide, 7-8 May 2017</p>	Challenging	Yes

Estimated EfS Indicator stage	Starting	Challenging	Committing	Transforming
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Theme/ Topic: Energy Goals: <ul style="list-style-type: none"> Investigate where and how much energy the Kindergarten uses Identify actions and behaviours that will help us reduce our energy use Inquiry question(s):					
Action identified	Location	Strategies to achieve action	Who	Timeframe	Completed
Learning + curriculum		Big idea (core ideas in a topic worth exploring in depth e.g. adaptation, equity): Inquiry questions:	All children		
Learning - staff					
Learning - families					
Auditing	Kindy	Do an energy audit of the Kindergarten (can borrow a Home Energy Audit kit from NRM Education or the Unley Library) Document findings and develop action plan for improvements	Staff/GC/children		
Evaluation of goal achievement (How will we know if we have succeeded?)		Compare energy bills from previous years to this year			