

## SCHOOL ENVIRONMENT MANAGEMENT PLAN (SEMP)

This plan will be reviewed annually and updated.

### Preschool: Magill Kindergarten

<p><b>Vision</b> What will our preschool environment be like in 3 -5 years? How will it be more sustainable?</p>	<p>An understanding of sustainability will be embedded in the curriculum and lives of the families so that sustainability is seen to be an everyday part of life. The Centre will model sustainable practices and lifestyles and encourage all children to develop more sustainable lifestyles.</p>
<p><b>Rationale</b> (why the preschool wants to become more sustainable )</p>	<p>We believe everyone has a responsibility to do what they can to care for the environment and to minimise use of its resources.</p>
<p><b>Context</b> (the unique aspects of the preschool that needs to be considered in planning for improvement)</p>	<ul style="list-style-type: none"> <li>• We have a strong multi-cultural profile with many CALD children. Our learning needs to be visual and embedded in practice rather than talk.</li> <li>• Our kindergarten is surrounded by mature trees which attract birds and koalas. The centre has two outdoor learning areas, one is a bush garden with fruit trees, and a turtle pond. The other is a large shady garden with a number of flexible areas, including sand pit, mud area, vegetable and flower gardens, paved and soft fall areas, and secluded spaces. There are lots of flowers for children to use in their play.</li> <li>• Sustainability has for some time been an area of focus. The centre is set up for recycling of food scraps and paper waste. There is a compost bin, a worm farm and a rainwater tank. Use of water is monitored. Non packaged foods are promoted to minimize waste.</li> </ul>
<p><b>Principles</b> (the guiding ideals by which we will operate such as conservation, peace and equity, democracy)</p>	<p>Our values guides our approach to teaching and learning at the kindergarten</p> <ul style="list-style-type: none"> <li>• Sustainability - promoting sustainable practices</li> <li>• Diversity</li> <li>• Inclusion</li> <li>• Our multicultural community</li> <li>• Creativity</li> <li>• Respect</li> <li>• Partnerships</li> </ul>
<p><b>Links with other preschool plans and policies</b> e.g. Site Learning Improvement Plan</p>	<p>Belonging, Being and Becoming - the Early Years Framework Quality Improvement Plan-STEM strategy</p>
<p><b>Leadership team (working group)</b> The leadership team is ideally representative of the broader preschool community (students, staff, parents, community members) and reports to preschool governance bodies</p>	<p>All staff, Governing Council members, NRM Education Officer(s)</p>

<b>Audits and AuSSI-SA SEMP database</b> Indicate when you have undertaken Audits and entered the data on the database	Audit	Yes ✓	Date undertaken	Data Base Entry	Yes ✓	Date entered
	Energy			Energy		
	Waste	✓	2011	Waste		
	Water			Water		
	Biodiversity			Biodiversity		
	Air Quality			Air Quality		
	Transport			Transport		
	<b>Action plans</b>	Attach action plans e.g. for energy, waste, water, biodiversity (sample on page 3)				

What we are already doing

	<b>Energy</b>	<b>Water</b>	<b>Waste/Resources</b>
<b>Infrastructure &amp; Processes</b>	<ul style="list-style-type: none"> <li>Solar powered pump for frog pond - no longer works?</li> <li>Deciduous vines have grown over verandah trellis to provide Summer shade.</li> </ul>	<ul style="list-style-type: none"> <li>push taps inside and outside (measured amount allowed for sand play).</li> <li>rainwater tank is used for the garden - in line with department regulations on water tanks and water play.</li> <li>drought tolerant plants</li> <li>small lawn</li> <li>mindful of use of water for washing paintbrushes.</li> </ul>	<ul style="list-style-type: none"> <li>Compost</li> <li>Worms</li> <li>food scraps into council bins - sort paper for recycling bin</li> <li>hand towel paper into green bin or compost</li> <li>re-use what we can e.g. envelopes</li> <li>printed paper (one side) is then used as scrap paper for children to draw on</li> <li>limit purchased materials for collage/art</li> <li>staff have individual fabric hand towels</li> </ul>
<b>Learning</b>		<ul style="list-style-type: none"> <li>measuring rainwater</li> </ul>	<ul style="list-style-type: none"> <li>maintenance of worms and compost</li> <li>children encouraged to take home food wrap</li> <li>sorting rubbish into colour coded bins</li> </ul>
	<p><b>What we will be doing next</b></p> <ul style="list-style-type: none"> <li>Reduce energy use – look at renewable energy options.</li> <li>Solar panels for roof – offset electricity.</li> </ul>	<p><b>What we will be doing next</b></p> <ul style="list-style-type: none"> <li>Explore possibility of a rainwater tank – sandpit play</li> <li>Rainwater for toilets</li> </ul>	<p><b>What we will be doing next ongoing</b></p>
	<b>Biodiversity</b>	<b>Transport and Air Quality</b>	<b>Nature Play</b>
<b>Infrastructure &amp; Processes</b>	<ul style="list-style-type: none"> <li>Plan for butterfly garden</li> <li>Insect hotel</li> <li>Grant application complete 2016</li> </ul>	<ul style="list-style-type: none"> <li>Replaced air-conditioner unit</li> <li>Additional indoor plants</li> </ul>	<ul style="list-style-type: none"> <li>Promote the value of outdoor play in Newsletters, parent information and planning “What to do in Winter” and “Home Nature play” leaflets distributed.</li> <li>Professional Learning for staff</li> <li>Exploring how we can increase children’s use of the outdoor learning area.</li> <li>Loose natural objects for play</li> <li>Collaborative creek excursion with the school</li> </ul>

<p>Learning</p>	<ul style="list-style-type: none"> <li>regular visits to local creek.</li> <li>teaching respect for the worms</li> <li>setting mini beasts free</li> <li>exploring interests from minibeasts found in the garden.</li> <li>Which plants will the butterflies need?</li> <li>How can we make an insect hotel?</li> </ul>	<ul style="list-style-type: none"> <li>walking excursions</li> <li>public bus excursions</li> <li>promoting walking as a great means of transport</li> </ul>	<ul style="list-style-type: none"> <li>o Further develop the outdoor learning area to enhance learning outcomes-planning process underway</li> <li>o Plantings</li> <li>o Choice of books to highlight the environment</li> <li>o National Tree Day</li> <li>o Use of rubber boots and raincoats</li> </ul>
	<p><b>What we will be doing next</b></p> <ul style="list-style-type: none"> <li>Planting trees and plants</li> <li>Maintain pond and habitats for minibeasts</li> <li>fix bird house</li> <li>over summer look for koalas and place water out for them.</li> <li>Exploring children's interests from visits to the creek.</li> <li>re-juvenate the butterfly garden –planting, mulch.</li> </ul>	<p><b>What we will be doing next</b></p>	<p><b>What we will be doing next</b></p> <ul style="list-style-type: none"> <li>continue to promote value of nature play to parent community</li> <li>Speak to Campbelltown Council about Child Friendly Cities.</li> <li>Visit Botanic Gardens to meet Trent Hill to learn about Indigenous uses of plants.</li> <li>Continue planning process for outdoor learning area</li> <li>Survey children and families about how they use their home gardens, what is in their garden?</li> <li>How can we incorporate aspects of different cultures in our garden? Vegetables?</li> <li>Plant apple and mandarin trees</li> </ul>

<p><b>Historical achievements</b></p>
<p>Butterfly Garden designed and planted (2010) Frog Pond (2010) Wipe Out Waste Audit completed (2011)</p>
<p><b>Achievements 2014</b></p>
<p><b>Planted ground covers in the garden for National Tree Day</b> <b>Termly visits to Third Creek</b> <b>Begun fundraising for a well for a disadvantaged community</b></p>
<p><b>Achievements 2015</b></p>
<p>Participation in OPAL Life Looks Brighter Outside strategy Promotion of nature play via newsletter Active SA Active engagement in mud kitchen Regular visits to the oval for play Set up new vegetable gardens and establish flower garden Cooking our produce and our bush tucker Use of raincoats and gumboots to enable outdoor play in the rain. Community Campfire</p>

Diverse use of outdoor area-ie number hunt

**Achievements 2016**

apply for NRM Action grant to support natural play spaces in 2016.

Extensive consultation with children, staff and families regarding redevelopment of outdoor playspaces

Turtle pond has been relocated and pool fenced.

Vegetable gardens thriving

Celebrated National Tree Day

Celebrated International Mud Day (week)

Collaborative creek visit with Magill School Reception classes

New plantings in our garden

Use of raincoats and rubber boots to enable children to experience diversity of weather

Link to Campbelltown Eat Well and Be Active. Water the Original Cool Drink

Nature Garden drippers are fixed

Additional tank installed by DECD to be used for fruit trees

**SCHOOL ENVIRONMENT MANAGEMENT PLAN (SEMP)  
Action Plan**

<b>Environmental theme: Biodiversity</b> <b>Goals: Maximise possibilities in our environment to promote biodiversity.</b>		<b>Target/s:</b>		
<b>Action identified</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
Rejuvenate the butterfly garden	<ul style="list-style-type: none"> <li>• Work with children to identify butterfly attracting local native plants</li> <li>• Planting</li> <li>• Mulching</li> <li>• Grants? – search for and apply for grants to support purchase of plants/mulch</li> <li>• Plan nature garden</li> <li>• If successful with grant application identify parent expertise and plan implementation</li> </ul>	Karen  Karen, staff and children		
	<ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Evaluation</b> How we will know we have achieved our goals.	Butterfly garden is rejuvenated and regularly visited.			

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<b>Environmental theme: Nature play</b>		<b>Target/s:</b>		
<b>Goals:</b>				
Children engage regularly with play in the natural environment. Families understand the benefits of this type of play. There are many opportunities for a range of different experiences.				
<b>Action identified</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
promote value of nature play to parent community	<ul style="list-style-type: none"> <li>articles in the newsletter</li> <li>displays</li> <li>excursions</li> </ul>	Isobel	Ongoing	Ongoing throughout the year, then repeated
Speak to Campbelltown Council and see what support can be offered.	<ul style="list-style-type: none"> <li>Contact Cathy , OPAL Manager – ph: 83669218</li> <li>Ask for pocket guide maps to hand out to families – activities in local parks.</li> </ul>	Isobel		
Apply for grant to support natural playspaces in 2017.	<ul style="list-style-type: none"> <li>Creation of a secret garden area</li> <li>Develop area adjacent to digging patch to inspire creative use of plants and natural materials.</li> <li>Redevelop sand pit</li> </ul>			
Further develop outdoor learning area	<ul style="list-style-type: none"> <li>Rock gardens</li> <li>What would we like to achieve?</li> <li>Source grants for funding</li> <li>Source materials</li> <li>Identify expertise amongst parents</li> </ul>			
<b>Evaluation</b> How we will know we have achieved our goals.	<ul style="list-style-type: none"> <li>Children can articulate process of growing food in our vegetable garden.</li> <li>High level engagement by children in our natural playspaces.</li> </ul>			





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Action Plan

Environmental theme: Energy Goals:		Target/s:			
Action identified	Strategies to achieve action	Who	Timeframe	Completed	
Explore solar as an option					
Evaluation How we will know we have achieved our goals.					