

**Site: Waite Campus Childrens Centre**

<p><b>Vision</b></p>	<p><i>To operate a childcare centre that is self sufficient in as many energy requirements as possible, is self sufficient in its water requirements [excepting drinking water], has environmental education embedded within all programs and operating procedures where relevant, and fulfils an active leading role in the environmental education of children, their families and the general community.</i></p>	
<p><b>Rationale</b></p>	<p>We are a group of early childhood professionals and parents of young children, united by a commitment to the sustainability of our natural environment, representing the intergenerational interests of our children, seeking to educate and live in harmony at both a local and global level using renewable natural resources.</p> <p>Our goals address:</p> <ol style="list-style-type: none"> <li>1. Environmental education</li> <li>2. Environmentally aware staff operating procedures</li> <li>3. Environmentally sustainable use of energy</li> <li>4. Environmentally sustainable use of water</li> <li>5. WCCC finances for infrastructure and programs for renewable power, water conservation &amp; environmental education</li> <li>6. Future directions of the SFCC</li> <li>7. Social justice and equity</li> </ol>	
<p><b>Context</b></p>	<p>WCCC was established in 1995 to provide centre based long day care for the children of staff and students of the co-location partners of the Waite Campus, University of Adelaide. Since April 2007 WCCC has actively developed a systematic approach to implementing sustainable living and education practices in the WCCC setting.</p>	
<p><b>Principles</b></p>	<p>Principles</p> <p><b>Connectedness</b></p> <p><b>Participation</b></p> <p><b>Peace</b></p> <p><b>Respect</b></p> <p><b>Responsibility</b></p>	<p>Agreed Definitions</p> <p><b>connectedness</b> - we are linked to many communities small and large, our family, our childrens centre , our home, our land, our country, our world; we value our spiritual connections with the natural world and the interconnectedness of all living things</p> <p><b>participation</b> - including everyone as much as possible, we all have something to offer from the very young to the very old, everyone’s ideas and contributions are worthy; we value the knowledge and experience of others, including the wisdom of young children which comes from their unique and special view of the world and the wisdom of the traditional owners of the land</p> <p><b>peace</b> - walking softly on the earth, leaving small footprints, compassion and kindness to all living things through thoughts and actions, living in harmony at a local and global level; sharing and celebrating with children the awe and wonder of the natural world</p> <p><b>respect</b> - everyone <i>belongs</i>, each of us has something special to give and contribute, it includes acceptance and openness to others and other ways of doing, fairness, and justice for all; we value differences as they provide us with new ideas and new ways to view the world</p> <p><b>responsibility</b> - individually and collectively we accept the consequences of our actions and our place in the world, every step we take makes a difference, all our actions impact on each of us and the life of our planet both now and for the future</p>

<b>Links with other school plans and policies</b>	<i>Waite Campus Childrens Centre Philosophy Sustainable Living Policy</i>					
<b>Leadership team (working group)</b>	WCCC Parent Advisory Group, Leadership team, EfS teacher					
<b>Core Indicators Used</b>	We have used the Core Indicators to develop whole school plans for Education for Sustainability. Yes ✓ 2011, 2015 , 2016, 2019					
<b>Audits and AuSSI-SA SEMP database</b>	<b>Audit</b>	Yes ✓	Date undertaken	<b>Data Base Entry</b>	Yes✓	Date entered
	Energy	✓	2019	Energy	✓	2010,11,12,13,14, 15,19
	Waste	✓		Waste	✓	2010,11,12,13,14
	Water	✓	2019	Water	✓	2010,11,12,13,14, 15,19
	Biodiversity	✓		Biodiversity	✓	
	Air Quality			Air Quality		
	Transport			Transport		
<b>Action plans</b>	Action plans attached					

## SITE ENVIRONMENT\* MANAGEMENT PLAN (SEMP)

*\*can include environmental, social and cultural dimensions*

**Action Plan** (required for AuSSI-SA Online SEMP Data Base)

<b>Theme: Whole school planning for EfS</b>					
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>• Strengthen links with the university and community</li> <li>• Encourage families to become more sustainable</li> </ul>					
<b>Action identified</b>		<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
<b>Culture</b>	Vision and Values	<ul style="list-style-type: none"> <li>• Regularly review our sustainable living policy and SEMP and publish SEMP on our website</li> </ul>	PAG, Director, EfS	Annually	
	Interconnectedness	<ul style="list-style-type: none"> <li>• Continue to review our policy documents to ensure that decisions are made considering all sustainability factors (i.e. social, cultural, environmental, and economic).</li> </ul>	PAG Director, EfS	Ongoing	
	Whole site approach	<ul style="list-style-type: none"> <li>• Report to our community, parents and University on our achievements and find ways for these to be published.</li> </ul>	Director, educators and PAG	Ongoing	
<b>Learning</b>	Curriculum	<ul style="list-style-type: none"> <li>• Connect <i>community priorities</i> (University) to the formal curriculum &amp; Site Environment Management Plan-SEMP.</li> <li>• Document a whole site EfS framework linking curriculum, key ideas, site initiatives and projects, role of EfS teacher</li> </ul>	Director/ Educators EfS	Ongoing	
	Learning environment	<ul style="list-style-type: none"> <li>• Development and maintenance of diverse outdoor learning spaces for children with opportunities for all children to regularly access</li> </ul>	PAG and educators, EfS	Ongoing	
	Pedagogy	<ul style="list-style-type: none"> <li>• Include review of recording and reporting of sustainability and educational outcomes in service and other reviews and utilise feedback from families and staff to build on practice</li> </ul>	PAG and Director	Ongoing	
<b>Managing</b>	Leadership	<ul style="list-style-type: none"> <li>• Provide leadership to other early childhood sites on EfS through presentations at EC conferences and articles in EC journals</li> <li>• Provide opportunities for children to be leaders</li> <li>• EESSA committee member</li> </ul>	Educators Director, EfS	Ongoing	
	Governance	<ul style="list-style-type: none"> <li>• Update the EfS policy, outlining partners, practices, procedures &amp; expectations.</li> </ul>	PAG and Director	Ongoing	
	Planning and management	<ul style="list-style-type: none"> <li>• Maintain date base of electricity, gas, water and paper consumption and waste and recycling for Carbon credit audit.</li> <li>• Ensure any future works/purchases are assessed in light of SEMP/sustainability</li> </ul>	Director/ Admin	Ongoing/ annual	
<b>Community</b>	Community connections	<ul style="list-style-type: none"> <li>• Build and maintain connections with Campus and local community</li> <li>• Celebrate service and campus achievements towards sustainability</li> </ul>	PAG, Director	Ongoing	
	Building capacity	<ul style="list-style-type: none"> <li>• Continue to influence families / university/ education sector through promotion of Centre's sustainability focus and achievements e.g. website, <i>celebrating achievements</i></li> </ul>	Director/ educators/	Ongoing	

		<ul style="list-style-type: none"> <li>• Sustainability tours</li> </ul>	PAG		
	<b>Developing partnerships</b>	<ul style="list-style-type: none"> <li>• Document formal agreements with partners in the EfS policy.</li> </ul>		Ongoing	
<b>Understanding</b>	Learning and Change	<ul style="list-style-type: none"> <li>• <i>Regular reminders to families of our 'green notice board' update information regularly.</i></li> <li>• <i>Use newsletters and notice boards to share information with families about what is happening at WCCC, with the University or other Campus partners, local events and global if relevant.</i></li> <li>• <i>EfS teacher reporting to Board and in newsletter, documentation</i></li> </ul>	Director/ educators /PAG EfS	Ongoing	
	Learning for sustainability	<ul style="list-style-type: none"> <li>• <i>Have a section in the 'green page' of the Centre newsletter for families to share their stories of sustainable living at home</i></li> <li>• <i>Maintain resources in parent library to support learning and change</i></li> </ul>	Director families	Ongoing	
	A sustainability inquiry	<ul style="list-style-type: none"> <li>• Use trends and indicators from sustainability surveys and meetings for further inquiries and practices.</li> </ul>	Director/ PAG educators	Ongoing	

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**Action Plan** (required for AuSSI-SA Online SEMP Data Base)

<b>Theme: Water</b>		<b>Target/s:</b>			
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>• Continue to reduce water use</li> <li>• Continue to teach children the value of water and wise ways to use it</li> <li>• Continue to investigate new technologies to support water reduction</li> </ul>					
<b>Action identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
<b>Learning + curriculum</b>		<ul style="list-style-type: none"> <li>• the value of water and wise ways to use it</li> <li>• role model and support children to wash hands using a little water</li> <li>• uneven distribution of water in the world</li> <li>• exploring weather signs</li> <li>• Ongoing teachable moments</li> <li>• Pollution in water</li> </ul>	All children (adjust as needed)	ongoing	
		<ul style="list-style-type: none"> <li>• Maintain and monitor quality of harvested rain water through cleaning of tanks , gutters and filters</li> </ul>		Biannually	
		<ul style="list-style-type: none"> <li>• Install watering systems for all new vegie gardens, and Pilyabilyangga/Adventure playground</li> </ul>		ongoing	
		<ul style="list-style-type: none"> <li>• Investigate ways to increase water harvesting</li> <li>• Possible additional rainwater tanks in R2/3 yard</li> </ul>		Dec 2019	
<b>Auditing</b>		<ul style="list-style-type: none"> <li>• Monitor water usage after installation of new lawns in Nov 2015, 16, 17, 18, 19</li> <li>• Continue to consult with lawn consultants re water efficient lawn maintenance.</li> </ul>		Dec 2019	
<b>Evaluation</b> How we will know we have achieved our goals.		<ul style="list-style-type: none"> <li>Reduced water consumption</li> <li>Children are increasingly water wise</li> <li>New systems installed and functioning</li> <li>Additional tanks for water play</li> </ul>			

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<b>Theme: Resource management (waste)</b>		<b>Target/s:</b> minimal waste to landfill			
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>• To continue to reduce materials to landfill</li> <li>• To continue to improve sustainable purchasing</li> <li>• To continue children's learning about sustainable resource management</li> </ul>					
<b>Action identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Time frame</b>	<b>Completed</b>
Learning + curriculum		<ul style="list-style-type: none"> <li>• Ongoing teachable moments. Recycling games</li> <li>• Educators to be mindful of enabling children, expecting participation</li> <li>• <i>Children involved in bokashi and composting</i></li> <li>• <i>Special event for national recycling week each year to be determined in consultation with children, families and educators</i></li> </ul>	All children Educators, EfS, families	Ongoing	
Materials to landfill		<ul style="list-style-type: none"> <li>• <i>Reduce size of rubbish to landfill bins to support improved recycle</i></li> <li>• <i>Bokashi buckets review</i></li> <li>• Ensure all staff/students/visitors are aware of what can be recycled at WCCC.</li> <li>• Reminders in newsletters re all types of recycling at WCCC</li> <li>• <i>Investigate other storage and serving containers to reduce/eliminate use of plastic wrap</i></li> <li>• <i>Waste audit completed by WOW in July 2014. Have another audit July 2016</i></li> <li>• <i>Investigate and assess the use of cloth nappies or other alternative to current disposables that go to incinerated waste</i></li> </ul>	Staff  WOW	Ongoing  Dec 2019  Ongoing	
Recycling		<ul style="list-style-type: none"> <li>• Continue to educate and remind people of recycling systems</li> <li>• <i>Advertise recycling of mobile phones</i></li> <li>• <i>Support collection of soft plastics for recycling at Red E sites, excluding cling wrap</i></li> <li>• <i>Advertise community collection point for Terracycle oral hygiene waste</i></li> <li>• Establish a permanent book swap shelf at Centre</li> <li>• Recycling quiz in newsletters</li> <li>• Permanent sharing table for produce</li> <li>• Introduction of Vinnie's bins</li> </ul>	Educators and staff  EfS  2017	Ongoing  Nov 16 17	
Reducing paper consumption		<ul style="list-style-type: none"> <li>• Continue to explore and implement all options to reduce printing. Promote double sided printing of docs when printing is necessary.</li> </ul>	Admin staff Director	ongoing	

		<ul style="list-style-type: none"> <li>• <i>Being a receiving point for unwanted paper from the campus.</i></li> </ul>			
Purchasing		<ul style="list-style-type: none"> <li>• Use procurement checklist for any items over \$50.</li> <li>• Focus on locally made and purchased for everything,</li> <li>• Review of dairy provider/change to Fleurieu Milk</li> </ul>	April 2019	ongoing	
Auditing		<ul style="list-style-type: none"> <li>• <i>Amount of new paper purchased annually assessed as part of carbon neutral program</i></li> </ul>	Director Cathy	Ongoing	
Evaluation How we will know we have achieved our goals.		<ul style="list-style-type: none"> <li>• Wipe Out Waste results and further audits</li> <li>• <i>Number of mob phones recycled</i></li> <li>• Quantity of clothing and plastic recycled</li> <li>• Number of toothbrushes recycled</li> <li>• Language used by children</li> <li>• Newsletter articles</li> </ul>	Director	Ongoing	

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<b>Theme: Energy</b>		<b>Target/s:</b>			
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>• To continue reducing energy usage</li> <li>• To continue improving the use of alternative energies</li> <li>• To continue children's learning about the sustainable use of energy</li> </ul>					
<b>Action identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
Learning + curriculum		<ul style="list-style-type: none"> <li>• <i>Children to learn about solar energy using solar lamps</i></li> <li>• <i>Design and develop a book with children about what we can do</i></li> <li>• Ongoing teachable moments</li> </ul>	All children, EfS	ongoing	
Extend the solar array, increase our use of sun energy		<ul style="list-style-type: none"> <li>• Investigate the installation of a clothes line in the children's play area</li> <li>• Use of indoor clothes airers during wet weather</li> </ul>	Budget Director PAG	ongoing	
Auditing		<ul style="list-style-type: none"> <li>• Continue to monitor energy consumption and buy carbon credits to offset the carbon emissions.</li> <li>• Continue to use carbon offsets for plane travel.</li> <li>• Full carbon audit 2016 or 17 and compare to 2013</li> </ul>	Director/admin	Ongoing	
Energy efficiency		<ul style="list-style-type: none"> <li>• Continue to monitor efficiency of all equipment</li> <li>• Energy saving power boards to all computers Use meter to check consumption of individual electrical items Eg dryer</li> <li>• Ensure clothes dryer is replaced with the most energy/resource efficient model</li> <li>• Timers on urn, hot water and bug zappers</li> <li>• Focus on turning off lights</li> </ul>	Director Educators and staff Budget 2016 2017, 2019	Ongoing	
Evaluation How we will know we have achieved our goals.		<ul style="list-style-type: none"> <li>• <i>Energy usage reduced</i></li> <li>• <i>Lights, power points and power boards turned off when not in use</i></li> </ul>			



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<b>Theme: Biodiversity</b>		<b>Target/s:</b>			
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>• To improve the biodiversity of the Centre</li> <li>• To create a bio-diverse learning environment for the children and staff</li> <li>• To continue children’s learning about the value and joy of biodiversity and ways to enhance it.</li> </ul>					
<b>Action identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
Learning + curriculum		<ul style="list-style-type: none"> <li>• Learning concepts to support understanding of biodiversity eg interconnectedness and micro climates</li> <li>• Using observation to identify photographed objects in the yard</li> <li>• <i>Continue to borrow from the Nature Education Centre – record visits and children’s interactions for documenting in a book/resource folder</i></li> <li>• Ongoing teachable moments</li> <li>• Citizen science projects</li> </ul>	All children And educators	ongoing	
Outdoor classroom is used weekly		<ul style="list-style-type: none"> <li>• Involve children in identifying plants, insects and scats in Pilyabilyangga</li> <li>• <i>Each room has planned time in Pilyabilyangga each week, particularly Room 3</i></li> <li>• Mixed play in Pilyabilyangga.</li> <li>• Adventure play space is developed and planted with provenance butterfly attracting plants as screens and hides</li> <li>• Parent night in Pilyabilyangga during September</li> </ul>	All children, educators, EfS	Ongoing	
Maintain Pilyabilyangga		<ul style="list-style-type: none"> <li>• Family working bees in June</li> <li>• New planting of provenance butterfly attracting plants</li> </ul>	PAG Director	May and Sept 2016/17/ 18	
Auditing		<ul style="list-style-type: none"> <li>• Record butterfly and bird and insect survey</li> <li>• Pilyabilyangga weeded, mulched, pruned, replanted</li> </ul>	Room 2/3 educators and children	ongoing	
Evaluation How we will know we have achieved our goals.		<ul style="list-style-type: none"> <li>• <i>Time spent each week in outdoor classroom by each group of children</i></li> <li>• <i>Families have attended working bee</i></li> <li>• <i>Documenting of children’s responses/discussions</i></li> <li>• Well attended Parent night with positive feedback</li> </ul>			

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<b>Theme: Wellbeing</b>		<b>Target/s:</b>			
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>• To promote the wholistic nature of wellbeing</li> <li>• To safeguard and promote children's health</li> </ul>					
<b>Action identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Time frame</b>	<b>Completed</b>
Learning + curriculum		<ul style="list-style-type: none"> <li>• Children have sustained periods of outdoor play, embedded in curriculum</li> <li>• Educators explore and discuss good hygiene and sun safe practices with children, purchase and use of UV meters with children</li> <li>• Educators explore healthy eating and the value of growing your own food</li> <li>• Children are actively involved in food growing, harvesting and eating</li> </ul>	All children All educators, EfS	Ongoing	
Green cleaning		<ul style="list-style-type: none"> <li>• Eliminate the use of toxic products</li> <li>• All cleaning products purchased by and used in the Centre are certified environmentally safe</li> <li>• All staff are aware of the potential hazard of any cleaning agent and understand the processes for dispensing and use</li> <li>• External cleaning contract requires that contractors meet the specifications of the Centre with respect to using environmentally friendly certified cleaning products only and ensures their staff are educated appropriately</li> <li>• Use UV meter to reduce time that children have sunscreen applied</li> </ul>	Staff  Director	Ongoing  Dec 2019  July 2016  ongoing	
Green purchasing		<ul style="list-style-type: none"> <li>• Procurement assessment completed on paint purchases</li> <li>• All paper towel, toilet issues, toilet paper purchased are made from recycled products or those made from sustainable resources such as bamboo</li> <li>• Focus on locally made and purchased for everything</li> </ul>	Educators EfS, staff	Ongoing  ongoing	
Auditing		<ul style="list-style-type: none"> <li>• Assessment of products in the Centre</li> <li>•</li> </ul>	EfS, WHS	Ongoing	
Evaluation How we will know we have achieved our goals.		<ul style="list-style-type: none"> <li>• How much we harvest from our garden</li> <li>• Cleaners meet 'green cleaning policy'</li> <li>• Children's voice on food harvested</li> <li>• Vege gardens are flourishing</li> </ul>		Ongoing	