

SCHOOL/SITE *ENVIRONMENT MANAGEMENT PLAN (SEMP)

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

School/Site:

<p>Vision What will our school/site *environment be like in 3-5 years? How will we be living more sustainably?</p>	<p>For children and educators to play and learn in an environment that is rich in biodiversity. For educators to focus teaching and learning opportunities around plants, animals, microorganisms, ecosystems, conservation and Indigenous perspectives.</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>Connectedness, Participation, Peace, Respect, Responsibility</p>					
<p>Rationale Why we want to become more sustainable.</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>Context What is unique to our site that we need to consider in planning for improvement?</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>Links with other site plans and policies e.g. Site Learning Plan</p>	<p>WCCC SEMP 2019, AUCS Philosophy, Sustainable Living Policy, EfS Teaching Role 2020 QIP, NQF Quality Areas 1, 2, 3, 5, 6, 7</p>					
<p>Leadership team (working group) The leadership team is ideally representative of the broader site community (students, staff, parents, community members) and reports to governance bodies.</p>	<p>WCCC Parent Advisory Group, Leadership team, EfS teacher</p>					
<p>Community groups involved in site initiatives e.g. NRM Ed, OPAL</p>	<p>NRM Ed, Viesturs Cielens</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 ✓ No</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>Waste</p>		
	<p>Water</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>		
<p>Action plans</p>	<p>Action plans attached</p>					

Annual Achievements

Year - Theme: Biodiversity

Goal(s)	Target(s)
For children and educators to play and learn in an environment that is rich in biodiversity. For educators to focus teaching and learning opportunities around plants, animals, microorganisms, ecosystems, conservation and Indigenous perspectives.	
Achievements	

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Whole school/site planning for Education for Sustainability

Element	Sub-element	Focus Core Indicator(s) and strategies	Stage St/Ch/Co/Tr	Completed? Yes/No/ partially
Culture	Vision and Values	Regularly review the Biodiversity SEMP	starting	
	Interconnectedness	Working with all groups, ensuring educators are familiar with the Biodiversity SEMP	starting	
	Whole school/site approach	Developing educators understanding of Biodiversity, common understanding of the meaning of Biodiversity	challenging	
Learning	Curriculum	Planning and teaching based on plants, animals, microorganisms, ecosystems, conservation and Indigenous perspectives	committing	
	Learning environment	Providing opportunities for active engagement in learning experiences and spontaneous teachable moments	committing	
	Pedagogy	Maintaining a growth mindset to all learning Being responsible global citizens	challenging	
Managing	Leadership	Providing leadership to all educators, ownership of the goal	starting	
	Governance	Outlining practices, policies, and expectations around the goal	starting	
	Planning and management	Supporting and valuing opportunities for teaching and learning	committing	
Community	Community connections	Build and maintain connections with Campus and local community	challenging	
	Building capacity	Continue to educate families and local community, engagement with professional associations	committing	
	Developing partnerships	Continue to engage with families and local community, engagement with professional associations	committing	
Understanding	Learning and Change	Documenting and sharing learning opportunities	challenging	
	Learning for sustainability	Providing information to key stakeholders using all communication methods	challenging	
	A sustainability inquiry	Reviewing the SEMP, whole centre focus	starting	

Estimated EfS Indicator stage	Starting	Challenging	Committing	Transforming
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Action Plan (Planning the Inquiry?)

Theme/ Topic:		Target/s:			
Goals:					
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:	How many classes?		
Whole team learning	WCCC	Staff meeting with invited guest speaker to motivate and teach educators on biodiversity	All staff	First three months of year	
Auditing					
Evaluation of goal achievement (How will we know if we have succeeded?)					