

## EDEN HILLS KINDERGARTEN ENVIRONMENT MANAGEMENT PLAN (SEMP)

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

<b>Vision</b> What will our preschool *environment be like in 3-5 years? How will we be more sustainable?	Our goal is to have minimal impact on the environment. We reduce, reuse, recycle where we can. This is an ongoing journey and we know we can get better at reducing our impact.
<b>Values</b> Why is it important that the school becomes more sustainable? What values are considered when making decisions in the school? e.g. school values.	We want to be more sustainable because we care about the natural environment. If our children learn about sustainability now, they will be more effective custodians of the world when they are adults. We value the natural local environment, acknowledging that the Kaurna people are the custodians of this land.
<b>Context</b> The unique aspects of the school that need to be considered in planning for improvement.	The Kindergarten is set in a natural environment and is adjacent to a Bush for Life site. There is a council reserve behind the Kindergarten which is underutilised.
<b>Links with other school plans and policies</b> e.g. Site Learning Plan	Sustainability is a priority in our Quality Improvement Plan. The Early Years Learning Framework guides our planning. Some of the priorities we take from this are: Becoming socially responsible, showing respect for the environment Finding ways for children to care for, and learn from, the land Provide children with access to a range of natural materials in their environment
<b>Working group</b> The working group is ideally representative of the broader school community (students, staff, parents, community members).	The working group includes: educators, Governing Council members and parents. We value the child's voice and ensure that it is represented in our planning. There is regular consultation with the wider community eg Trees for Life volunteers.
<b>Review SEMP</b> Who will be involved in reviewing the SEMP? How often will it be updated? Is there an approval process (governance bodies)?	The SEMP will be regularly updated by educators and Governing Council with input from stakeholders. We see it as a working document that will guide our practise.

## What we are already doing

<b>Energy</b> <ul style="list-style-type: none"> <li>Solar panels on the roof</li> <li>Sky lights that can be opened have been fitted</li> </ul>	<b>Water</b> <ul style="list-style-type: none"> <li>Collect rainwater</li> <li>Push taps that stop automatically in the children's bathroom</li> </ul>	<b>Waste</b> <ul style="list-style-type: none"> <li>Reduce, reuse, recycle philosophy</li> <li>All resources are sorted</li> <li>Minimal resources to landfill</li> <li>Community recycling station</li> <li>Nude food philosophy</li> <li>Worm farm</li> </ul>	<b>Social/ Cultural</b> <ul style="list-style-type: none"> <li>Embrace diversity within our community</li> <li>Celebrate the Kaurua culture</li> <li>Acknowledge Colebrook and the stolen generation</li> <li>Promote an environmentally aware culture</li> </ul>
<b>What we will be doing next</b> Extend the panels Get better at turning lights, appliances off when not in use 2017-plans to move solar panels to library roof (more sun)	<b>What we will be doing next</b> Rainwater used in the garden Long term-for toilets Water from bathroom sinks to garden Share Danny the Drip story with children	<b>What we will be doing next</b> Develop a sustainability philosophy Further reduce food with packaging Purchase compost tumblers Add sustainability information to the website	<b>What we will be doing next</b> Build connections with the community Sustainability on agenda's-G C, educator meetings Give sustainability survey to families
<b>Biodiversity</b> <ul style="list-style-type: none"> <li>We grow food for eating</li> <li>Local species are planted</li> <li>We support the Bush for Life work</li> <li>Flora &amp; fauna audits</li> <li>Worm farm</li> <li>Organic gardening methods</li> <li>Gate in back fence to facilitate access to Bush Block</li> </ul>	<b>Air Quality</b> <ul style="list-style-type: none"> <li>Opening skylights</li> </ul>	<b>Transport</b> <ul style="list-style-type: none"> <li>Celebrate alternatives to driving to Kindy</li> <li>Walking to OSHC</li> <li>Reducing carbon footprint by buying locally</li> </ul>	<b>Economic</b> <ul style="list-style-type: none"> <li>Sustainable practices are being considered when ordering to ensure that we are considering the environmental impact of purchases</li> <li>Newsletters emailed</li> <li>Paperless communication whenever possible</li> <li>Kindy Market to recycle goods</li> <li>Loose parts and natural objects for play</li> <li>Handmade paper</li> <li>Choosing energy efficient appliances</li> </ul>
<b>What we will be doing next</b> Increase our indigenous plantings Increase our food garden Investigate native bees(non-stinging) Are there native indoor plants?	<b>What we will be doing next</b> Investigate indoor plants that improve air quality	<b>What we will be doing next</b> Install a bike rack to encourage riding to Kindy	<b>What we will be doing next</b> Thinking before printing sign on computers