# Attachment 1: Environmental sustainability plan template

#### Adapting this template

* Instructional text in this template is italicised in grey (e.g.,*This is an instruction*) and should be deleted from the final document.
* Editable sections where you should adapt/replace example text are bold and underlined (e.g., **[Replace this example]**). This text should reflect your centre’s particular characteristics and context. Ensure you **remove the bold and underline** from your final text.
* Double-check to ensure you have replaced ‘[insert your Early Learning Victoria centre name]’ with your centre name each time.
* You can use a different template if you prefer.
* You can also reach out to Early Learning Victoria central office for support.

#### Developing your plan

* Work with staff, children and families when developing or updating your plan, to ensure it resonates and is as effective as possible.
* Centres can best improve environmental sustainability and address climate change with a holistic approach. The Department of Education’s [Environmental Sustainability in Schools Policy](https://www2.education.vic.gov.au/pal/environmental-sustainability-schools/policy) describes a whole-school approach that may be useful.

## [Insert your Early Learning Victoria centre name] Environmental sustainability plan

### Purpose

**The purpose of this plan is to outline the actions our centre will take to improve environmental sustainability and address climate change.**

### Environmental sustainability vision

*This section describes what the centre wants to achieve in the long-term in relation to environmental sustainability. The vision does not need to be time-bound. It is an aspirational statement that helps to unite your centre community behind a shared vision for the future.*

*Consider Aboriginal perspectives when developing your vision. Centres may contact their Koorie Education Coordinator or Koorie Education Support Officers (as applicable) for assistance.*

*Below are examples of content and language you could use in your vision – but centres are encouraged to write their own text, together with the centre community. Content can be based around action (for example, composting or growing vegetables) or can be more visionary (for example, supporting children’s agency to take action).*

**Our centre takes care of its environment and the environment of the local community. We do this by educating children, staff and families about environmental sustainability, and taking actions including reducing litter, recycling and reducing our carbon emissions. We believe that every opportunity to take care of our environment is a learning opportunity.**

**We will provide children with opportunities to garden at the centre and learn about plants and animals at the same time.**

**Through play, we support our children to learn about the natural environment, sustainable practices and climate change adaptation and mitigation.**

**Our vision is to support young children’s agency to be active participants in environmental sustainability and climate change adaptation and mitigation.**

### Environmental sustainability rationale

*In this section, you will need to identify 2 or 3 reasons why environmental sustainability matters to your centre community.*

*Consider your centre’s context, location and values. Below are some examples.*

**Context**

*Where children may not have knowledge of healthy food*

**Environmental sustainability matters to our centre because it gives us an opportunity to create gardens and grow fruits and vegetables. Our community garden provides an opportunity for us to connect with parents and teach children about healthy and sustainable food sources.**

*Where there is significant interest in addressing climate change*

**We know that staff, children and families at our centre want to take action on climate change. Our centre will demonstrate we are responsive to their needs by reducing emissions through energy efficiency and reducing the environmental impact of centre operations.**

**Location**

*Where a centre is in an urban location*

**Local pollution from traffic is a key concern of our centre community. We will take action to do what we can to mitigate traffic pollution by looking after our trees and caring for our garden to help improve air quality, while helping children to learn about the environment at the same time.**

*Where a centre is in a regional location*

**Our centre is located near bushland – and children know that the local environment offers risks as well as opportunities. Learning about fire, floods, climate change and the environment as a whole in a safe way will improve children’s wellbeing and safety.**

**Values**

*Explain how environmental sustainability and climate action align with your centre’s values.*

**Respect – We will respect our environment by taking personal responsibility to reduce our carbon emissions and waste and ensure we don’t litter.**

**Community – We will improve our centre in a way that makes our community a better place to live, work and play.**

**Reconciliation – We will improve our understanding of Aboriginal culture by learning from Traditional Owners about how we can better care for the land we are on.**

**Wellbeing – We will support children’s wellbeing by showing them that they can benefit their local environment and reduce the impact of centre operations.**

**Safety – We will improve children’s safety by creating a natural environment that supports clean air and gives them shaded places to play outside.**

### Environmental sustainability governance

#### Environmental sustainability committee

*Your centre may choose to have an environmental sustainability committee or ‘green group’. This committee or group should lead implementation of your plan as outlined in this document. The committee should be representative of the centre community, including staff, children and, ideally, family and community representatives.*

*Below, list the names and roles of those on your committee or green group.*

**Environmental sustainability plan committee members**

## Related policies and resources

Department of Education policies and resources

* [Environmental Sustainability in Schools](https://www2.education.vic.gov.au/pal/environmental-sustainability-schools/policy)
* [Single-Use Plastics Ban](https://www2.education.vic.gov.au/pal/single-use-plastics-ban/policy)
* [Sustainable Facilities](https://www2.education.vic.gov.au/pal/sustainable-facilities/policy)
* [Koorie Teaching Resources](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieresources.aspx)
* [Marrung Aboriginal Education Plan](https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf)
* [Sustainability Guide](https://eduvic.sharepoint.com/sites/EnvironmentalSustainability/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FEnvironmentalSustainability%2FShared%20Documents%2FSustainability%20Guide%2Epdf&parent=%2Fsites%2FEnvironmentalSustainability%2FShared%20Documents)

*Next, add the name of plans, key documents and policies that support and/or are aligned to your centre’s environmental sustainability plan.*

**[Insert your Early Learning Victoria centre name] policies and resources:**

* **Statement of Early Learning Victoria values and philosophy**
* **Hygiene and cleaning policy**
* **Food and nutrition policy**
* **Emergency management plan**

### Current Status

*Make a note of key actions your centre is already taking in the 5 priority areas listed in the table below. This provides a ‘baseline’ against which you will monitor progress.*

*For more information about the 5 different priority areas, see the Environmental sustainability policy or the department’s* [*Environmental Sustainability in Schools Policy*](https://www2.education.vic.gov.au/pal/environmental-sustainability-schools/policy)*. Child-centred and child-led approaches are integrated across these priority areas.*

**This table is a snapshot of things we are already doing, or plan to do, in key priority areas relating to environmental sustainability in our centre.**

|  |  |
| --- | --- |
| Priority area | Current status (and opportunities) |
| 1. Centre leadership
 | ***The centre committee has in-principle approved using 100% renewable energy (and we are investigating how to change our electricity plan).*** |
| 1. Facilities and operations
 | ***We have recycling bins (and are teaching children how to use them correctly).*** |
| 1. Teaching and learning
 | ***Children learn about climate change (in play-based science activities).*** |
| 1. Community partnerships
 | ***Some children plant trees with Landcare (and we are developing a project with Landcare to increase participation).*** |
| 1. Aboriginal perspectives
 | ***First Nations history and sustainability concepts are included in teaching and learning (and we are reaching out to our regional Koorie Education Coordinator or Koorie Education Support Officers before establishing a relationship with Traditional Owners).*** |
| Cross-cutting: Child-led action  | ***A group of children collect litter (and we are thinking about how the centre and community can support them with this).*** |

### Goals and action plans

*In the table below, write your strategic goals for environmental sustainability, your centre’s current status in relation to the goals, and what you plan to do and achieve over the next <x> years.*

*Try to include at least one goal per priority area. The goals should align with the vision and rationale set out in this plan and be informed by an assessment of the current status of your centre.*

*Goals should be ‘SMART’: specific, measurable, achievable, relevant and time-bound.*

**This table records our goals and actions, to align to the vision and rationale of our environmental sustainability goals.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal | Priority areas targeted | Actions | Timeframes | Targets | Lead responsibility |
| 1. School leadership goal | **Agree vision, rationale and governance** | **Agree child and educational leaders to support process** | **End of x month** | **Agree and communicate vision, rationale and governance** |  |
| 2. Facilities and operations goal | **Support Indigenous businesses in procurement** | **Research local Indigenous businesses** | **End of x month** | **Report opportunities to Early Learning Victoria** |  |
|  3. Teaching and learning goal | **Identify how solar panels can be used in maths and science** | **Reach out to ResourceSmart Schools** | **End of x month** | **Educators to meet and agree on opportunities** |  |
| 4. Community partnerships goal | **Develop relationship with Landcare** | **Reach out to Landcare** | **3 weeks** | **Identify tree-planting opportunities** |  |
| 5. Aboriginal perspectives goal | **Develop relationship with Traditional Owner group(s)** | **Identify appropriate group – seek help from the department if needed** | **6 months** | **Identify possible incursions/excursions or other activities** |  |
| Cross-cutting: Child-led action goal | **Create a ‘green group’** | **Speak to children for guidance** | **End of x month** | **Create green group by end of x month** |  |

### Monitoring progress

**This table records our centre’s progress against the goals and actions stated above every 6 months. It also lists any further action or changes to our plan that may be required*.***

*Sustainability Victoria’s* [*ResourceSmart Schools website*](https://www.sustainability.vic.gov.au/our-work/resourcesmart-schools) *includes an online tool that Early Learning Victoria centres can use to track progress against specific goals, including financial and carbon emissions savings.*

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Actions | Progress achieved against targets | Further actions required |
| 1. School leadership goal | **Agree vision, rationale and governance** | **Vision, rationale and governance agreed** | **Communicate in newsletter** |
| 2. Facilities and operations goal | **Support Indigenous businesses in procurement** | **Conducted research and identified one local business** | **Discuss with Early Learning Victoria central office** |
|  3. Teaching and learning goal | **Identify how solar panels can be used in maths and science** | **Meeting postponed due to competing priorities** | **Educators to meet to discuss opportunities** |
| 4. Community partnerships goal | **Develop relationship with Landcare** | **Landcare has suggested we participate in tree-planting day** | **Child cohorts to be agreed** |
| 5. Aboriginal perspectives goal | **Develop relationship with Traditional Owner group(s)** | **Reached out to Koorie education coordinator** | **Educate ourselves on appropriate protocols** |
| Cross-cutting: Child-led action goal | **Create a ‘green group’** | **Green group created** | **Identify first project** |

### Endorsement

|  |  |
| --- | --- |
| Name  |    |
| Title   |   |
| Date   |   |

Source: ELV Environmental Sustainability Policy and Procedure