# Table of Contents

## Section 1.0 - Introduction
- 1.1 Role of Environmental Education ......................................................1
- 1.2 Structure of the Strategy .....................................................................1
- 1.3 Purpose ..............................................................................................2
- 1.4 Rationale behind the Strategy ............................................................5
- 1.5 Aims of the Strategy ...........................................................................5
- 1.6 Context ...............................................................................................6
  - 1.6.1 Context within Government ..........................................................6
  - 1.6.2 Context within Council....................................................................6

## Section 2.0 Understanding the Community
- 2.1 Features of the Campbelltown Local Government Area ...................12
  - 2.1.1 Local Population ............................................................................12
  - 2.1.2 Natural Environment......................................................................14
  - 2.1.3 Heritage .......................................................................................17
- 2.2 Stakeholders ....................................................................................17
- 2.3 Engaging Local Community Groups .................................................19

## Section 3.0 Development of Programs
- 3.1 Environmental Issues Facing Campbelltown ....................................20
- 3.2 Existing Programs ............................................................................20
- 3.3 Proposed new Programs ..................................................................21
- 3.4 Implementation and review of Programs ..........................................23
  - 3.4.1 Annual Action Plans .........................................................................23
  - 3.4.2 Promotion of Programs ...................................................................23
  - 3.4.3 Annual reporting ............................................................................23
  - 3.4.4 Performance Indicators .................................................................24
  - 3.4.5 Strategy Review ...............................................................................24

## Section 4.0 Implementation Plan
- 4.1 Key Council Programs Incorporating Environmental Education ......26
- 4.2 Specific environmental education programs ......................................29
- 4.3 Specific environmental education tools .............................................33
Appendix 1 - National and State Strategies ...................................................34
Appendix 2 – Environmental Issues Addressed by the Education Strategy ...36
Appendix 3 – Strategies and programs to be addressed ...............................42
Appendix 4 – Existing Environmental Education Projects ..........................45
Appendix 5 – Guidelines for Developing New Activities and Resources .......47

Table of Figures

Figure 1  Map of the Campbelltown Local Government Area...................... 3
Figure 2  Country of birth vs % of population ........................................... 13
Figure 3  Languages spoken at home (other than English) vs % population ... 13
Figure 4  Proficiency in English vs % population ....................................... 14
Figure 5  Age structure of the LGA compared to Sydney SD ........................ 14
Section 1.0 - Introduction

1.1 Role of Environmental Education

There is a need to preserve our environment, both now and into the future. Our health and wellbeing as a community is directly impacted upon by the quality of the environment in which we live. Additionally, the environment has an intrinsic value that is beyond the scope of our wellbeing, that is, the environment deserves to be conserved for its own sake. For both of these reasons, we have an obligation to ensure that this value can be preserved into the future.

However when discussing the topic of environment, there are a broad range of topics that fall within its umbrella, and these are often interrelated to one another. Some of the larger topics include such themes as biodiversity, water quality, climate change, and sustainability. Each of these areas has a number of different factors that can have an impact upon them, either directly or indirectly. By far the majority of these impacts occur as a result of people and their activities.

As such, one of the key methods to ensuring the ongoing preservation of our environment is to increase the community’s knowledge and awareness of it, and to foster their appreciation for the environment. The process of undertaking activities of this nature is termed ‘environmental education’.

1.2 Structure of the Strategy

This Environmental Education Strategy consists of 4 main sections.

- Section 1 – Introduction
  - The role of environmental education;
  - Purpose of the strategy;
  - Rationale behind the strategy;
  - Aims of the strategy;
  - Context of the strategy; and
  - Structure of the strategy.

- Section 2 – Local setting of the strategy
  - Overview of the population and area;
  - Key stakeholders; and
  - Issues addressed by the strategy.
1.3 Purpose

The Environmental Education Strategy (the Strategy) has been developed by Campbelltown City Council with the purpose of providing a holistic and strategic approach to environmental education programs undertaken for the community and Council over the next three (3) years. It has been prepared in consultation with all relevant sections of Council, in order to develop a comprehensive understanding and integrated approach to both the current and the potential future environmental education activities that Council will be required to deliver. The Strategy has been developed in the context of educational directives from both Federal and State Government, as well as Council’s own management plans.

The educational activities outlined in the document cover a broad spectrum of environmental issues and are targeted at a number of different key audiences, via a range of activities. In order to address these different components there is a clear need to have them guided by a clear strategic direction.

At the conclusion of the three (3) year period for the Strategy a review will be undertaken on its effectiveness to determine its value in guiding Council’s environmental education activities. This will also coincide with the commencement of the preparation of the Community Plan as part of the new integrated planning and reporting framework, which will incorporate the State of the Environment (SoE) reporting currently under review.

It is envisaged this reporting will continue to provide a report card on the quality of the natural environment
in the Campbelltown area, and as such will help to determine future target areas for environmental education.

The Strategy is focused on the Campbelltown Local Government Area (LGA) (see Figure 1). This extends from Glenfield in the north of the city through to Wedderburn in the south. The Georges River provides both a physical edge to the urban areas along the eastern side of Campbelltown, and also significantly contributes to the identity of the LGA with 86% of the land area within LGA falling within the Georges River catchment. The LGA contains a significant amount of remnant bushland, and as such it is critical that the threats that urban development places on these areas be addressed.

This education strategy focuses on both the LGA as a whole, and also on key environmentally significant areas within the LGA such as remnant bushland areas. This is because there are some issues that are specifically relevant to recreational users and residents in close proximity to bushland areas, and some issues that are equally relevant throughout the entire LGA. A holistic approach to mitigating local environmental impacts needs to consider both these options.
Figure 1 – Map of the Campbelltown Local Government Area
1.4 Rationale behind the Strategy

The Fundamental reasoning behind the development of the Strategy is:

- To develop and undertake our educational programs in a strategic and informed manner;
- To identify and address key environmental issues that educational programs should address; and
- To ensure the programs developed are structured and targeted to address the needs and demographics of the community.

1.5 Aims of the Strategy

This Strategy has a number of aims. These reflect both the diverse nature of the local environment, and also the diverse nature of the pressures it faces. It also recognises that a holistic and multifaceted approach will be the most effective way to undertake environmental education.

The aims of the Strategy are:

- To increase community awareness and understanding of the environment, with a particular focus on the local environment, its significance, and the risks it faces;
- To improve the practices of the community, to reduce the impact of their actions on the local environment;
- To assist and support the local community with improving their practices;
- To promote and encourage sustainable use of the environment, with a particular emphasis on remnant bushland areas;
- To promote and encourage the local community to reduce consumption and use natural resources more efficiently;
- To increase community awareness and action in regards to sustainability practices;
- To utilise ‘learning for sustainability’ principles in planning and delivering environmental education programs;
- To identify key environmental issues to be addressed through environmental education means;
- To utilise existing community structures and organisations in the implementation of Council’s environmental education programs; and
- To make it easier for the local community to access pertinent information relating to the environment and environmental issues.
1.6 Context

1.6.1 Context within Government

There are a number of strategic documents that have been consulted in the development of this Strategy. These documents come from a variety of sources, in order to ensure that the Strategy is developed within the context of strategic and holistic environmental education at both a National and a State level (see Appendix 1).

The relationship of these documents to Council’s strategic plans and programs are outlined below.

Federal Government
- Environmental Education for a Sustainable Future

State Government
- Learning for Sustainability, NSW Environmental Education Plan
- Who Cares About the Environment in 2006?
- Does Your Project Make a Difference?

Campbelltown City Council
- Campbelltown 2025 Looking Forward
- Council’s Management Plan
- Council’s Social Plan
- State of the Environment Report

1.6.2 Context within Council

It is essential that this Strategy be developed in the context of the existing vision, direction and plans of Council. The Strategy will then become a tool for ensuring that these larger and over arching strategic directions of Council are being addressed and acted upon. In essence, this Strategy is one of the tools that will enable Council to take broad environmental aims and directions, and translate them into tangible projects and activities which can be implemented. This Section of the Strategy identifies these over arching plans of Council, and outlines the key environmental aspects of them.
The Strategy is linked to a number of sustainability objectives as expressed in current Council plans. These objectives have been developed as part of Council’s long term strategic vision, so it is critical that the Strategy facilitates Council’s achievement of these aims. In doing so, this will also ensure that the Strategy is consistent with other functions of Council, both now and into the future.

Campbelltown City Council

- Campbelltown 2025 Looking Forward
- Council’s Management Plan
- Council’s Social Plan
- State of the Environment Report

Campbelltown City Council Strategic Environmental Plans and Programs

- Campbelltown Biodiversity Strategy
- Cities for Climate Protection Program
- Energy Savings Action Plan
- Water Savings Action Plan
- Campbelltown Noxious Weed and Pest Animal Management Strategy
- Environmental Education Strategy
- Sustainability Strategy

Existing Campbelltown City Council Environmental Projects

- Upper Georges River Urban Sustainability Project
- Campbelltown Golf Course Urban Sustainability Project
- Macarthur Sustainable Schools Network
- Macarthur Sustainable Schools Expo
- Schools Climate Change Initiative ‘Cool in Campbelltown’
- Macarthur Nature Photography Competition
- Threatened Species Art Competition
- Sustainability Blitz
- Environmental Fact Sheets and Booklets
- Council Website
- Campbelltown Council Streamcare Program
- Compliance Programs
- Interpretive Signage
- Environmental Dates
- Community Events
(i) Campbelltown 2025 Looking Forward

Council’s 2025 Looking Forward document was considered in the development of this strategy. It provides a long term strategic direction for Council, and was developed after a significant level of community participation. The document identifies six (6) Strategic Directions for Council to address in it’s operations. One of these directions is identified “Protecting and enhancing the city’s key environmental assets”. Campbelltown 2025 Looking Forward also lists the key influences that will play a part in how the City of Campbelltown will look, feel and function over the next 20 years. The environmental influences listed are:

- Increasing community awareness of environmental issues and support for conservation of ecological processes and resources;
- Depletion of biodiversity (threatened species, endangered ecological communities etc.) in the face of urbanisation;
- Natural resource (such as water, biodiversity, agricultural land etc.) management will refocus on “demand management”;
- Emergence of new architectural styles that better respond to climate change, energy efficiency and depletion of natural resources.
- The vision encapsulated in Campbelltown 2025 Looking Forward lists desired environmental outcomes in regards to this strategic direction. Those outcomes are:

  - An improved community recognition of the contribution that biodiversity, natural resources and natural environmental features contribute toward our quality of life, fostering broader community stewardship of key environmental assets;
  - The significance of important natural environmental features is protected;
  - The diversity of the City’s indigenous flora and fauna is retained;
  - The health of the City’s rivers and other water resources is enhanced;
  - Clean air and a reduction in local greenhouse gas emissions; and
  - Development and land use matches environmental capacity and capability.
In addition to these desired outcomes, the Vision details a number of areas which should be focused upon, to achieve the desired outcomes. Those with a significant relationship to environmental education are:

- Better plan and manage the urban/bushland/watercourse interface to minimise impacts on biodiversity, soil, water resources and key ecological processes;
- Minimise the impacts of new development on the natural environment and natural resources;
- Implement the principles of total catchment management;
- Encourage cleaner production methods in industry and commerce; and
- Work to minimise car dependency in favour of cycling, walking and public transport usage.

As demonstrated by *Campbelltown 2025 Looking Forward*, Campbelltown City Council and the community place strong importance on the environment, and sustaining the quality of the environment into the future.
(ii) Council’s Management Plan

While the 2025 Vision provides long term strategic directions, Council’s Management Plan provides a strategic direction for the medium to short term.

The Management Plan for Council places a significant emphasis on the natural environment. This again is a reflection of how highly Council and the community value the environment, and working towards ensuring its preservation. One of the broad focus areas outlined in the management plan is:

“Campbelltown’s Highly Valued Environmental Assets Need to Be Maintained”

The Management Plan outlines how the community of Campbelltown places a high value the environmental assets of Campbelltown, particularly the Scenic Hills, Georges River, rural landscapes and bushland.

Key Principle Activities have been also identified. These Principle Activities for Council are:

1. Preserving Our Hills, Rivers and Bushland – “Campbelltown’s Environment”;
2. Growing Our Regional City – “Campbelltown’s Economy”;
3. Strengthening Our Vibrant and Connected Community – “Campbelltown’s People”;
4. Strategically Managing Our Civic Assets and Infrastructure - “Campbelltown’s Assets and Infrastructure”; and
5. Developing a Dynamic Organisation – “Campbelltown’s Governance”.

In summary, Principle Activity 1 states: – The City has a significant catalogue of Cultural and Environmental Assets comprising Natural Landscapes, Rivers, Indigenous Flora and Fauna, whilst other Environmental Factors such as soil, air and water are critical to our on going survival as a species. The city’s natural bushland, Scenic Hills, rivers and native flora and fauna help define a distinctive Campbelltown – a place our community identifies with, a point of difference between Campbelltown and other places. To maintain and enhance our Environmental Assets we must manage them sustainably into the future.
In respect of this activity the Plan lists the following actions:

- Gather and maintain quality data in respect of our environmental assets;
- Provide opportunities for the community to learn about and participate in the management of our environmental and cultural assets;
- Develop strategies to preserve and enhance our environmental assets;
- Incorporate our natural assets into city marketing and information plans.

The development of this Strategy will assist Council to deliver effective opportunities for the community to learn about and participate in the management of our environmental and cultural assets.

(iii) Council’s Social Plan

Another overarching Council strategy of direct relevance to the development of this Strategy is the Campbelltown Social Plan. Under the NSW Local Government Act 1993, all councils are required to develop a Social Plan every five years. The purpose of a Social Plan is to influence the underlying factors that determine the quality of life of people living and using a local government area. One of the areas of issue for Campbelltown into the future that has been identified by the Social Plan is urban development. In response to this issue, the plan makes a number of recommendations, including the following:

“Engage an Environmental Sustainability Education Officer to promote community understanding of environmental sustainability issues, projects and overall goals.”

Council has employed an Environmental Education Officer on a permanent (full time) basis in order to undertake this action. This Strategy will consolidate the overall goals for environmental education activities within Campbelltown, and ensure that any activities of this nature are carried out in a holistic and effective manner.
Section 2.0 Understanding the Community

2.1 Features of the Campbelltown Local Government Area

2.1.1 Local Population

When planning and delivering environmental education resources and activities, it is essential to have an understanding of the audience being targeted. This understanding enables Council to deliver tailored and specific programs, which are more likely to be effective in achieving the aims of the Strategy.

(i) History

The original inhabitants of the Campbelltown area were the Dharawal Aboriginal people. European settlement dates from the early 1800s, with land used mainly for agriculture, particularly wheat farming, sheep grazing and dairy farming. Significant development did not occur until the post-war years. Up until the 1960s the area was predominantly rural, with settlements located at Campbelltown, Glenfield, Ingleburn and Minto. This changed rapidly from the late 1960s as significant residential and employment growth took place, including State Government housing projects at Airds, Claymore, Macquarie Fields and Minto. Rapid growth took place during the 1970s and 1980s. The population of the City increased slightly during the 1990s, rising from nearly 138,000 in 1991 to over 145,000 in 2001.

(ii) A Growing Population

In the 2006 census, the total population of the Campbelltown LGA was estimated at 147,181. It is forecast that it will grow at an annual rate of 0.74%, which will result in an increase of almost 30,000 by 2031. This will bring the population to 177,127. It is also estimated that this will include an increase of 17,100 households during the period, with the average number of persons per household falling from 2.94 to 2.63 (ABS, 2006).

The most significant increases in population are expected in Campbelltown, Ingleburn, Glenfield and Rural Residential areas.

Parts of Campbelltown are included in and border the South West Growth Centre. This area has been identified by the now Department of Planning as a major area for population growth over the next twenty to thirty years with a target of approximately 100,000 new dwellings. The inevitable increase in population in and around the Campbelltown LGA and consequential utilisation of our resources needs to be factored in to any educational strategy or programs.
(iii) A Culturally and Linguistically Diverse Community

Campbelltown features an increasingly significant proportion of residents from non-English speaking backgrounds. According to Australian Bureau of Statistics Census 2006 information, 75% of residents within the LGA were born in Australia, the remainder of the population originate from over 30 other countries resulting in a diverse multicultural community (see Figure 2). This same data also reports that 15% of our population are from non-English speaking countries. The most common languages spoken at home other than English are Arabic and Tagalog (Filipino) (see Figure 3). However at present the majority of the LGA population have identified that they have the capacity to speak a level of English (see Figure 4) *(Australian Bureau of Statistics, 2006).*

Figure 2 – Country of birth v/s % of population

![Country of birth (top 10), Campbelltown City and Sydney Statistical Division, 2006 (Enumerated data)](image)

Source: Australian Bureau of Statistics, 2006 Census of Population and Housing (Enumerated)

Figure 3 – Languages spoken at home (other than English) vs. % population

![Language spoken at home (top 10), Campbelltown City and Sydney Statistical Division, 2006 (Enumerated data)](image)

Source: Australian Bureau of Statistics, 2006 Census of Population and Housing (Enumerated)
(iv) An Aging Population

Campbelltown has a relatively young population, with 29% aged between 0 to 19 years. Additionally, 31% of the population are aged between 25 and 44 years, a bulk of whom it is assumed would be parents of the younger persons. Currently only 5.2% of the population are aged 65 or over, but this figure is anticipated to increase over the next decade as the population matures (see Figure 5).

2.1.2 Natural Environment

The Campbelltown LGA is fortunate to be home to significant remnant bushland areas, and waterways. Due to increasing pressures from urban development in the area, efforts need to be made by the local community, businesses and Council to
ensure the ongoing sustainability of these areas. Details of the LGA’s key natural assets can be found below.

(i) Remnant Bushland areas

The largest areas of bushland are located on the eastern side of the LGA, along the Georges River valley. However, there are further significant isolated remnants in the western and central sections of the LGA. These areas contribute to the biodiversity of the area, and contain a number of threatened species. The majority of the bushland within the LGA is classified as Cumberland Plain Woodland; an endangered ecological community (EEC) under the NSW Threatened Species and Conservation Act 1995, a small proportion is also Shale Sandstone Transition Forest which is also an EEC.

(ii) Georges River

Campbelltown is fortunate to boast both the Nepean River and the Georges River within it’s boundaries. These are both significant rivers in the context of the Greater Sydney Region, and add extensively to the amenity of the local area.

The Georges River has a catchment area of approximately 1000 square kilometres, and incorporates 14 different local government areas. The catchment stretches from Wollondilly in the South through to Botany in the North, and a significant proportion of the catchment lies within the Campbelltown LGA. The River and its banks boast high levels of biodiversity along it’s length, making it a key environmental asset of the South West Sydney region. The River has also forged unique landscapes ranging from floodplain to steep valley gorges. Additionally the River and its foreshore areas also provide a range of recreational opportunities such as bushwalking, picnics, swimming and fishing. The River is an asset for the community, and its significance is celebrated in Campbelltown at the annual ‘Riverfest’ community festival conducted in June each year.
(iii) Nepean River

The Hawkesbury Nepean River is a significant watercourse in the Sydney region. It’s headwaters begin in Tarago in the Mulwaree region, through to the Wollemi wilderness area in the North. Notably, the River provides a drinking water source for the Sydney area. Additionally, the river boasts high biodiversity and also offers a range of recreational opportunities. The Campbelltown LGA features a small proportion of the Nepean River.

(iv) Threatened species

Around 50 different threatened species can be found in the Campbelltown LGA. These species include the Grey-headed Flying fox, Broad-headed Snake, Koala, Nodding Geebung, Parma wallaby, silver perch and the powerful owl. The significant number of threatened species in Campbelltown illustrates the high level of biodiversity that is preserved in local bushland, parks, reserves and waterways.
2.1.3 Heritage

The Campbelltown area is also privileged to boast a strong cultural heritage, with both European and Indigenous heritage assets found across the LGA. These reflect the diverse history of the area, and the significance it has had to a variety of people.

(i) Aboriginal Heritage

Prior to European settlement Campbelltown was inhabited by Aboriginal people who spoke the Dharawal language. Their territory covered an area from Botany Bay south to the Shoalhaven River and Nowra and inland to Camden. The natural resources of the area provided the Dharawal people with food and shelter. Today there are more than 350 known indigenous heritage sites in the area, and these sites include rock art, scarred trees, open camp sites, and axe grinding grooves.

(i) European Heritage

Campbelltown was one of the first areas in Australia to be established by Europeans. In 1810 Governor Macquarie recommended the area for settlement and named the district Airds. However, it was not until 1820 that Governor Macquarie founded the township of Campbelltown. The town was envisaged as the capital of the greater district. Large land grants (to free settlers) and small land grants (to emancipated convicts) were allocated in Campbelltown. These land grants were consolidated into holdings up until the 1820s and many have given their names to the suburbs of Campbelltown. The Campbelltown and Macarthur area was once an agricultural epicenter.

Campbelltown was a relatively small town providing regional services and facilities within a rural community up until the 1960s. Campbelltown was proclaimed a city in 1968 as part of a growth sector to help cater for Sydney’s growing population and a structure plan was prepared in 1973 to guide the growth of the City. Rapid urban growth has characterised Campbelltown since this time.

The Campbelltown area is rich in European cultural heritage. The Campbelltown Heritage Register lists 102 items, and includes cottages, monuments, forests and bridges. Additionally, it is home to 20 items listed on the State Heritage Register.

2.2 Stakeholders

There are a number of key stakeholders associated with the Strategy. These stakeholders have a principal interest in the Strategy as they have linkages with the state of the local environment, and the activities that this Strategy recommends. Additionally, the majority of educational activities recommended by the Strategy will be directed at these stakeholders. The stakeholders and their roles are as follows:

- Campbelltown City Council – As creator and executor of the strategy and in its function as a government body to impose rules and support actions.
- MACROC – The Macarthur Regional Organisation of Councils is comprised of Campbelltown City Council, Camden Council, and Wollondilly Shire Council. MACROC’s mission is to work towards continually upgrading the social and environmental amenities and fostering wealth creation to provide residents in the region with opportunities to improve their quality of life. This will be achieved through strategic planning, regional coordination, advocacy and facilitation.
• Local residents – The residents of the Campbelltown LGA are a key stakeholder in the local environment. The environment not only has a direct impact on their quality of life, but in turn the residents are also in a key position to affect its quality.

• Local community groups – Whilst generally consisting of local residents, local community groups have been identified as a separate stakeholder. This is because community groups present different characteristics to individual residents, and have potential to be engaged with Council’s environmental education programs. Such community groups include sporting clubs, scouts, seniors etc.

• Local business – The state of the environment often affects business activities, and businesses have the ability to impact on the environment via their practices.

• Local schools – The quality of the local environment impacts on students. Additionally, schools offer a unique opportunity to integrate environmental education with existing school curriculum.

• DET – The Department of Education and Training. In addition to the aforementioned local schools, the DET also have regional Environmental Education Centres at Camden and Oakdale.

• GRCCC – The Georges River Combined Councils Committee is a consortium of Councils located along the Georges River and its tributaries, which works together to better manage and coordinate works along the River, with the aim of improving river health. The GRCCC has the ability to assist in the development and delivery of environmental educational initiatives.

• Macarthur Sustainable Schools Network – The Network consists of the MACROC Councils, DET, and both public and private local schools. The Network is a forum for members to assist schools with initiatives to become more sustainable.

• Adjoining councils – The Campbelltown LAG is bounded by the councils of Liverpool, Camden and Wollondilly. The MACROC Councils of Camden, Wollondilly and Campbelltown work together on a number of regional environmental projects and networks such as the Sustainable Schools Expo and the Living Macarthur Nature Photography Competition.

• Government – There are a number of Government Agencies whose charter is directly related to topic areas addressed by this Strategy. These include the Department of Environment Climate Change and Water (DECCW), the Department of Environment, Water, Heritage and the Arts (DEWHA), the Department of Water and Energy (DWE), Industry and Investment NSW, Syd Water, the Hawkesbury Nepean Catchment Management Authority (HNCMA) and the Sydney Metropolitan Catchment Management Authority (SMCMA). These organisations also offer a range of potential partnerships to target environmental issues in the Campbelltown area.

• NGOs – There are also a range of Non Government Organisations in the Campbelltown area. These include organisations such as Macarthur Diversity Services (MDSI), and also a range of smaller community groups such as scouts, sporting groups and service clubs such as Rotary and Apex.

• MCSL – The Macarthur Centre for Sustainable Living is located at Mt Annan in the Camden area. It is a regional environmental education centre, and is involved in a number of regional environmental education projects. The MCSL is supported by Campbelltown City Council, Camden Council and Wollondilly Council.
2.3 Engaging Local Community Groups

There are a number of community groups in the Campbelltown area, which represent a diverse range of backgrounds and interests. By engaging directly with these groups, Council can undertake more efficient and targeted environmental education activities, which are more likely to be effective in achieving Council’s aims.

These community groups include such groups as sporting and recreational clubs, outdoors focused groups like scouts, guides, groups for people of Cultural and Linguistically Diverse (CALD) backgrounds, groups of retirees and so forth. The use of these existing structures provides for greater efficiency in developing and targeting of programs, as interests or demography of groups are understood. This action also provides for anticipated greater participation and sense of community & belonging as the group will encourage each other.

A comprehensive list of community groups is found on Council’s website, under the community directory. This list is updated on a 6 monthly basis to ensure that the community group details are still relevant and current. This will be used as a guide to assist in identifying who Council can engage and partner with in undertaking environmental education activities.

The community group which is targeted would depend on what the issue is and its geographical location. For example, the Macarthur Nature Photography Society is a community group that Council could work with collaboratively in the coordination of the Macarthur Nature Photography Competition.

Alternatively, if Council wanted to undertake a general campaign on litter and wanted to target a large sample of the community, approaching sporting clubs may be an effective means of reaching a longer and broader demographic.
Section 3.0 Development of Programs

3.1 Environmental Issues Facing Campbelltown

There are a number of significant environmental issues that relate to the Campbelltown LGA. A summary of these is listed below, and Appendix 2 contains a more detailed version with descriptions of each. This Strategy aims to address these issues through the implementation of targeted programs.

Environmental issues facing the Campbelltown LGA have been categorised in accordance with as per the State of the Environment reporting criteria and the eight key topics identified in the NSW Government ‘Learning for Sustainability, NSW Environmental Education Plan’.

<table>
<thead>
<tr>
<th>SoE Section</th>
<th>Key topic under NSW Environmental Education Plan</th>
<th>Local issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Land</td>
<td>Biodiversity Conservation</td>
<td>Biodiversity Threatened Species Weeds Pest Animals Removal of wood and bushrock from bushland reserves</td>
</tr>
<tr>
<td></td>
<td>Land Management</td>
<td>Awareness and sustainable usage of remnant bushland areas Illegal dumping Land Clearing Litter Inappropriate fire regime</td>
</tr>
<tr>
<td></td>
<td>Sustainable Production and Consumption</td>
<td>Home Sustainability Green Purchasing</td>
</tr>
<tr>
<td></td>
<td>Sustainable housing and transport</td>
<td>Water Sensitive Urban Design Energy Efficiency</td>
</tr>
<tr>
<td>Our Water</td>
<td>Total Water Cycle Management</td>
<td>River Health Stormwater Pollution Sediment and erosion control Aquatic Weeds Water Efficiency Salinity</td>
</tr>
<tr>
<td>Our Air</td>
<td>Climate Change</td>
<td>Climate Change</td>
</tr>
<tr>
<td></td>
<td>Air Quality</td>
<td>Wood smoke Vehicle emissions</td>
</tr>
<tr>
<td></td>
<td>Pesticide and Chemical Management</td>
<td>Pesticide and Herbicide use and storage</td>
</tr>
<tr>
<td>Internal Education for Council</td>
<td>All of the above</td>
<td>Sustainable work practices and policies</td>
</tr>
</tbody>
</table>

3.2 Existing Programs

Council has a number of existing environmental programs currently being undertaken. These programs target a variety of different environmental and sustainability issues relevant to the Campbelltown Local Government Area, and are directed at a range of different target audiences. Each requires an educational component which will be addressed through the implementation plan of this strategy (see Appendix 3). A list of these is provided below; please refer to Appendix 1 for a detailed description of each of project.
• Macarthur Sustainable Schools Network;
• Macarthur Sustainable Schools Expo;
• Schools Climate Change Initiative ‘Cool In Campbelltown’;
• Macarthur Nature Photography Competition;
• Threatened Species Art Competition;
• Sustainability Blitz;
• Environmental fact sheets/booklets;
• Council website;
• Streamcare Program;
• Plans of Management for parks and reserves;
• Weed and Pest Animal Management Strategy;
• Compliance Program;
• Interpretive signage;
• Environmentally significant dates:
  - World Water Day, late March;
  - Earth Hour, late March
  - World Earth Day, late April;
  - International Day for Biodiversity, late May;
  - World Environment Day, early June;
  - National Tree Day, late July;
  - National Threatened Species Day, early September;
  - International Day for Preservation of the Ozone Layer, mid September;
  - World Habitat Day, early October;

• Relevant Council Community Events:
  - Ingleburn Alive Festival;
  - Riverfest;
  - Fisher’s Ghost Festival;

3.3 Proposed new Programs

A number of programs are proposed for implementation under this Strategy (see list below). These programs have been developed to address the key environmental issues and demographics of the LGA.

Whilst these new programs have been identified for implementation under the Strategy it should be noted that programs are not limited to this list. The need for additional programs may be identified and programs developed throughout the timeframe of the Strategy. Where this occurs Council has produced guidelines to assist in their development (see Appendix 5. These guidelines aim to ensure that new programs address environmental issues in a strategic, integrated and holistic way.
Youth Summit – in 2009 the first Campbelltown Youth Summit was held. A number of representatives of Campbelltown’s youth met in an open forum to discuss current issues. One of the key issues discussed was the environment. Council staff gave a number of presentations in relation to the environment and Council’s commitment. The Summit is proposed to be an annual event with a focus on environmental issues.

Youth Advisory Working Group – It is proposed to formulate a Youth Environmental Advisory Group to facilitate input from Campbelltown’s youth in regards to what they identify as important issues. It is envisaged that the group will provide valuable input and feedback into Council’s environmental programs. The group will be overseen by staff from Council’s Community Services and Environmental Planning Sections.

Environmental ‘e’ Newsletter – Council staff aim to produce an environmental newsletter to be distributed to interested residents. This newsletter will provide residents with information regarding Council’s current environmental programs, initiatives and issues affecting the community. In the interests of sustainability the newsletter will be paperless; it will be emailed to interested residents and posted on Council’s website.

School’s Education Program – Council’s Environment Unit will develop an environmental education program for implementation in local primary schools. An outline and objectives for the program will be developed will be developed in consultation with the Sustainable School’s Network to ensure it is inline with relevant curriculum and appropriate to the target audience. The Program will include school visits, presentations and interactive activities.

Streamcare Program – The Program is planned to expand in 2009, with an additional three (3) groups planned for commencement. It is further planned to incorporate site visits for school and community groups to the Streamcare locations to raise awareness about the Program and environmental issues associated with these sites.

Website upgrade – Council’s environmental website component will continue to be upgraded in the future in an effort to provide easily accessed and up to date information to the public. It is further planned to develop and provide an increasing number of interactive tools on the site targeted at various audiences.

Asset Sustainability Recognition System – The System will examine key Council assets and recognise sustainability features incorporated in these assets include building design, materials, energy and water efficient practices and infrastructure, similar to programs such as NABERS and Green Star. The aim of this program is to recognise efforts made by Council in regards to sustainability and promote these efforts to the community and continue to strive for further efficiencies in these assets.

Sustainability training for Council staff – This training will developed by NSW TAFE in direct consultation with Council and will be tailor made to suit the organisation. It will be targeted at Council staff across the organisation and will educate them about sustainability in regards to their work practices, equipment and Council policy. The training will be web-based and in this regard require minimal use of resources and time. On successful completion of the Program a nationally recognised Unit of Competence in Sustainable Work Practices will be awarded which can be counted toward completion of a number of TAFE qualifications if the staff member wishes to undertake further studies.

Food Mile Program – The Program will survey local businesses in an attempt to identify local food suppliers. These suppliers, their wares and location will be promoted to the community to raise awareness about carbon emissions
associated with food production and transport and encourage suppliers to source local produce.

- Childcare Centre Program – Council will undertake a program to improve the sustainability of its Childcare Centres, and to also incorporate an increased level of sustainability education to their activities.
- Online Communication Methods – This program will explore the opportunities for innovative online communication methods. The options may include, but is not restricted to, tools such as Twitter, Facebook, a blog site and others that may yet be identified.

3.4 Implementation and review of Programs

3.4.1 Annual Action Plans

Given the lengthy implementation period outlined for the Strategy, Annual Action Plans will be produced to provide for effective planning and management of the programs. These plans will provide a useful tool to guide and monitor the implementation of the Strategy. Given the shorter scope of the Plans, they will be useful in identifying new programs or topic areas not be included within the Strategy, and provide a flexible approach. In order to monitor the effectiveness of the implementation of these Action Plans, they will be reported to Council as they are prepared.

3.4.2 Promotion of Programs

One of the key components of Environmental Education by Council is the promotion of awareness of environmental issues, in addition to promotion of Council’s actions in addressing these issues. Coverage in local media sources in regards to environmental issues and environmental activities undertaken by Council can be considered to be environmental education in itself. Additionally, it also serves to positively promote the actions Council undertakes to address these issues. For this reason, it is deemed highly important to undertake promotional activities.

A number of promotional tools should be considered when developing new educational programs. These have been outlined below:

- Council’s proposed environmental ‘e newsletter’ (see Implementation Plan in Appendix 4);
- Council website;
- Media release;
- Interview on 2MCR;
- Sector Connect;
- Compass, Council’s community newsletter; and
- Connect, the Council staff newsletter, wallpaper image on network computers, staff emails, and frames in staff rest rooms.

3.4.3 Annual reporting

Given the lengthy timeframe to which the Strategy applies, an Annual Report Card will be produced to measure its progress in the interim years. These cards will highlight the programs that are being implemented under the Strategy, and gauge their effectiveness in their own right according to defined performance indicators (see below).
The report will also consider the overall progression and implementation of the Strategy in regards to the priority areas. These documents will also serve as tools to demonstrate to the community the various programs that Council is undertaking. The annual reporting process will be used to inform the development of the Annual Action Plans for the following year.

3.4.4 Performance Indicators

There is a need to critically review both existing and potential new environmental education initiatives to measure their success and effectiveness, and to evaluate their “value for money” for Council. This will ensure that Council’s education programs strategically address environmental topics and issues in a manner that is effective and efficient. This will be achieved via the development Performance Indicators (PIs) and sub reporting against the PIs.

The challenge in developing PIs, is the diverse nature of environmental education activities undertaken. This challenge arises because a variety of methods, target audiences and topics are addressed by Council in these activities. As such, it is recognised that flexible guidelines for the development of PIs is most appropriate, rather than a rigid approach.

Please refer to the Implementation Plan (Section 4) for PIs that have been developed for both existing and new environmental education activities. When new programs are developed by Council, relevant PIs will also be developed in an effort to gauge their effectiveness.

3.4.5 Strategy Review

At the conclusion of the timeframe for the Strategy (June 2012), a comprehensive review of the Strategy will be undertaken in concurrence with the implementation of the Local Government integrated planning framework. The review will analyse the effectiveness of the Strategy in providing a framework for environmental education in the Campbelltown LGA. It will focus on the individual programs and their effectiveness, as well as looking at the overall state of the environment in the area, and undertaking a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis of the strategy in responding to this. The review will then make recommendations based upon these findings, in terms of identifying if there is a need to develop a subsequent Strategy and if so, to identify the key issues that it should address.
Section 4.0 Implementation Plan

This Strategy outlines a number of current and proposed environmental programs to address the significant environmental issues facing the LGA. Each program has a significant educational component aimed and developed to suit specific audiences. The implementation plans for these programs are detailed below.

4.1 Key Council Programs Incorporating Environmental Education

These programs are strategic programs, which have been developed to address a key specific issue or cluster of related issues. Whilst the programs themselves are not purely environmental education based, they do contain key actions that incorporate environmental education. The environmental education components of these programs have been outlined below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Issues Addressed</th>
<th>Objectives</th>
<th>Education Actions</th>
<th>Responsibility</th>
<th>Priority</th>
<th>Time Frame for Implementation</th>
<th>Target Group</th>
<th>Education KPIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biodiversity Strategy</td>
<td>• Biodiversity • Threatened species • Weeds • Pest animals • Removal of wood and bushrock from bushland reserves • Awareness and sustainable usage of remnant bushland areas • Land clearing</td>
<td>• Conserve the biodiversity of the LGA • Promote awareness and understanding of local biodiversity and its significance • Encourage residents to plant native and endemic species</td>
<td>• Develop and distribute information kits for rural/semi-rural properties • Undertake presentations to schools, service clubs and community groups • Develop of brochures and published material • Develop and distribute a wildlife resource kits for preschools and schools • Promote biodiversity issues through media articles and internet • Hold annual Threatened Species Art Competition • Install interpretive signage</td>
<td>Environmental Planning City Works</td>
<td>High</td>
<td>September 2010</td>
<td>General community</td>
<td>Council Staff • Development and distribution of information kit • # presentations to schools etc • # brochures developed • Development and distribution of wildlife resource kit • Information on internet • # media articles • # entrants in Threatened Species Art Competition • Signage erected at key sites across LGA</td>
</tr>
<tr>
<td>Sustainability Strategy</td>
<td>• Climate change • Vehicle emissions • Sustainable housing and transport • Green purchasing • Biodiversity • Water Efficiency</td>
<td>• To improve the sustainability of Council and its activities • Increase awareness and understanding of sustainability issues to local residents • Increase the community’s capacity to adopt sustainable practices</td>
<td>• Develop brochures and published material • Detail Council and the community’s achievements in Management Plans and the SoE. • Undertake community consultation to guide and ensure community acceptance</td>
<td>Environmental Planning All sections of Council</td>
<td>High</td>
<td>June 2010</td>
<td>Council staff • General community</td>
<td>• # brochures developed • Achievements outlined in Management Plans and SoE • Community consultation • # media releases</td>
</tr>
<tr>
<td>Program</td>
<td>Issues Addressed</td>
<td>Objectives</td>
<td>Education Actions</td>
<td>Responsibility</td>
<td>Priority</td>
<td>Time Frame for Implementation</td>
<td>Target Group</td>
<td>Education KPIs</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>----------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Energy Savings Action Plan</td>
<td>Climate change, Vehicle emissions</td>
<td>To identify and achieve energy savings across Council</td>
<td>Promotion through local media and the internet</td>
<td></td>
<td></td>
<td></td>
<td>All sections of Council</td>
<td>Achievements outlined in Management Plans and SoE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To raise awareness across Council in regards to energy usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td># media releases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase awareness and understanding of energy use and efficiency to local residents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To reduce the energy consumption of the Campbelltown community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Savings Action Plan</td>
<td>Water efficiency</td>
<td>To identify and achieve water savings across Council</td>
<td>Installation of interpretive signage associated with Council works</td>
<td>All sections of Council</td>
<td>High</td>
<td>February 2012</td>
<td>Council staff</td>
<td>Promotional actions undertaken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To raise awareness across Council and the community in regards to water usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Council staff</td>
<td># water efficient premises/ devices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase awareness and understanding of water consumption and efficiency to local residents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To reduce the water consumption of the Campbelltown community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Georges River Urban Sustainability Project</td>
<td>River Health, Stormwater Pollution, Sediment and erosion control, Biodiversity, Awareness and sustainable usage of remnant bushland areas, Weeds, Aquatic weeds</td>
<td>To improve the health and sustainability of the Upper Georges River</td>
<td>Installation of interpretive signage along the river</td>
<td>Environmental Planning, City Works, Operational Services</td>
<td>High</td>
<td>December 2009</td>
<td>General community</td>
<td># brochures developed, # media releases, # community events, Development of website, Community workshops held</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To raise community awareness and understanding of the community of the river and its significance</td>
<td>Promote the significance of the river through local media and the internet</td>
<td>Organise tree planting days, Facilitation of community workshops and surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campbelltown Golf Course Urban Sustainability</td>
<td>River Health, Stormwater Pollution</td>
<td>To improve the health and sustainability of the headwaters of</td>
<td>Organise tree planting days</td>
<td>Environmental Planning</td>
<td>High</td>
<td>December 2009</td>
<td>Residents in locality of golf</td>
<td># events held, # media releases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Issues Addressed</td>
<td>Objectives</td>
<td>Education Actions</td>
<td>Responsibility</td>
<td>Priority</td>
<td>Time Frame for Implementation</td>
<td>Target Group</td>
<td>Education KPIs</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| (Urban Waterways) Project | • Salinity  
• Weeds  
• Aquatic weeds  
• Pesticide and Herbicide use and storage  
• Water efficiency | Bow Bowing Creek  
• To incorporate sustainable practices in the management of the golf course  
• To raise community awareness and understanding in regards to water flows and sustainable water and chemical use | • Promotion of project and its purpose through local media and the internet  
• Undertake community surveys. | • Technical Services  
• Operational Services  
• Campbelltown Golf Club | Medium | Medium Ongoing | course  
• Golf club members  
• Golfing community | • # volunteers involved in tree planting days  
• # of respondents to surveys  
• Information posted on internet |
| Plans of Management for Council Reserves | • Biodiversity  
• Awareness and sustainable usage of remnant bushland areas  
• Land clearing | • Encourage the adoption of practices that restrict impacts on Council’s parks and reserves from activities occurring on adjoining land  
• Increase community awareness of the natural and cultural features of Council’s parks and reserves  
• Encourage sustainable usage of council’s parks and reserves that does not impact on the quality of park or reserve  
• Organise interpretive signage  
• Organise site tours  
• Develop school visit and education program  
• Organise Open Days for parks and reserves  
• Promote parks and reserves, and their significance through local media and internet  
• Organise and execute community clean up days | • Installation of interpretive signage  
• Formation of Streamcare Groups where appropriate  
• Develop brochures and published material  
• Organise site tours  
• Develop school visit and education program  
• Organise Open Days for parks and reserves  
• Promote parks and reserves, and their significance through local media and internet  
• Organise and execute community clean up days | • Environmental Planning  
• Operational Services  
• Technical Services  
• Development Services  
• Recreation Services  
• Compliance | Medium | September 2009 | • Recreational uses of reserves  
• Council staff  
• Developers/Builders  
• General Community | • Signage installed  
• # Streamcare groups established  
• # volunteers  
• # brochures  
• # tours  
• # school visits  
• # Open Days  
• # promotional actions  
• # community clean up days |
| Noxious Weed and Pest Animal Management Strategy | • Weeds  
• Pest animals  
• Biodiversity  
• Aquatic weeds | • To provide strategic direction for addressing of noxious weeds and pest animals within the LGA  
• To educate the community and Council on identification and impacts of these species and methods of control | • Develop brochures and published material  
• Promote noxious weed and pest animal issues through media articles and internet  
• Develop internal education program for staff  
• Formation of Streamcare Groups where appropriate | • Environmental Planning  
• Operational Services | High | September 2009 | • General community  
• Operational Services  
• Development Services | • # brochures developed  
• # media articles  
• Information on internet  
• Education program developed  
• # Streamcare groups  
• # Streamcare volunteers |
### 4.2 Specific environmental education programs

These programs have been developed specifically as environmental education initiatives to be undertaken by Council to target environmental issues within the Campbelltown.

<table>
<thead>
<tr>
<th>Program</th>
<th>Issues Addressed</th>
<th>Objectives</th>
<th>Responsibility</th>
<th>Priority</th>
<th>Time Frame for Implementation</th>
<th>Target Group</th>
<th>KPIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macarthur Sustainable Schools Expo</td>
<td>Climate change, Water efficiency</td>
<td>To educate students on sustainability via unconventional teaching methods</td>
<td>Environmental Planning, Waste and Recycling</td>
<td>Medium</td>
<td>September 2009 (Annually)</td>
<td>Students</td>
<td># schools involved, # of attendees, # workshops presented</td>
</tr>
<tr>
<td>Schools Climate Change Initiative</td>
<td>Climate change</td>
<td>To educate students on the issue of climate change</td>
<td>Environmental Planning</td>
<td>Medium</td>
<td>Ongoing</td>
<td>Schools</td>
<td>Curriculum development, # schools involved, # units delivered in schools</td>
</tr>
<tr>
<td>Macarthur Nature Photography Competition</td>
<td>Biodiversity, Awareness and sustainable usage of remnant bushland areas</td>
<td>To engage residents with the local bushland, To raise awareness of biodiversity in these areas, To raise awareness of the need to conserve and maintain these areas</td>
<td>Environmental Planning</td>
<td>Medium</td>
<td>November 2009 (Annually)</td>
<td>General community</td>
<td># entrants</td>
</tr>
<tr>
<td>Threatened Species Art Competition</td>
<td>Threatened species</td>
<td>To raise awareness of threatened species, the threats they face and how residents can help conserve these species</td>
<td>Environmental Planning</td>
<td>Medium</td>
<td>September 2009 (Annually)</td>
<td>School aged children</td>
<td># entrants</td>
</tr>
<tr>
<td>Community Sustainability Workshops</td>
<td>Home sustainability, Water efficiency</td>
<td>To assist residents in adopting sustainable practices in their homes</td>
<td>Environmental Planning</td>
<td>Medium</td>
<td>Ongoing</td>
<td>General community</td>
<td># workshops delivered, # participants, # issues addressed</td>
</tr>
<tr>
<td>Environmentally significant dates</td>
<td>Water efficiency, Biodiversity, Climate change, Threatened species day</td>
<td>To promote celebration of environmental issues</td>
<td>NA</td>
<td>Low</td>
<td>NA</td>
<td>Council staff, General community</td>
<td># dates celebrated/promoted, # activities undertaken</td>
</tr>
<tr>
<td>Council Community Events</td>
<td>All (specific current issues promoted as determined appropriate)</td>
<td>To raise awareness on environmental issues</td>
<td>Environmental Planning, Communications and Marketing</td>
<td>High</td>
<td>Ongoing</td>
<td>General community</td>
<td># events attended</td>
</tr>
<tr>
<td>Program</td>
<td>Issues Addressed</td>
<td>Objectives</td>
<td>Responsibility</td>
<td>Priority</td>
<td>Time Frame for Implementation</td>
<td>Target Group</td>
<td>KPIs</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Streamcare Program</td>
<td>• Biodiversity&lt;br&gt;• Threatened species&lt;br&gt;• Weeds&lt;br&gt;• Awareness and sustainable usage of remnant bushland areas&lt;br&gt;• River health&lt;br&gt;• Aquatic weeds</td>
<td>• To engage the community with identified environmentally significant locations&lt;br&gt;• To educate and train volunteers in biodiversity, bush regeneration, species identification, weed and rubbish removal</td>
<td>Environmental Planning</td>
<td>High</td>
<td>Ongoing</td>
<td>Schools&lt;br&gt;Community groups</td>
<td>• # groups established&lt;br&gt;• # members&lt;br&gt;• Amount of bush regeneration activities undertaken&lt;br&gt;• Amount of rubbish removed</td>
</tr>
<tr>
<td>Compliance Program</td>
<td>• Biodiversity&lt;br&gt;• Pest animals&lt;br&gt;• Removal of wood and bushrock from bushland reserves&lt;br&gt;• Awareness and sustainable usage of remnant bushland areas&lt;br&gt;• Illegal dumping&lt;br&gt;• Litter&lt;br&gt;• Wood smoke&lt;br&gt;• Pesticide and herbicide use and storage</td>
<td>• To promote awareness and compliance with environmental legislation</td>
<td>Compliance</td>
<td>High</td>
<td>Ongoing</td>
<td>General community</td>
<td>• # persons spoken to&lt;br&gt;• # patrols undertaken&lt;br&gt;• # staff hours&lt;br&gt;• # operations executed&lt;br&gt;• # notices issued&lt;br&gt;• # sites inspected</td>
</tr>
<tr>
<td>Asset Sustainability Recognition System</td>
<td>• Sustainable housing and transport&lt;br&gt;• Climate change&lt;br&gt;• Water efficiency</td>
<td>• To recognise environmental features of Council’s assets&lt;br&gt;• To promote incorporation of sustainable features into Council assets&lt;br&gt;• To raise awareness of sustainable building practices</td>
<td>Environmental Planning&lt;br&gt;City Works</td>
<td>Medium</td>
<td>October 2009</td>
<td>Council staff&lt;br&gt;General community</td>
<td>• # sites recognised&lt;br&gt;• # indicators awarded</td>
</tr>
<tr>
<td>Food Mile Program</td>
<td>• Climate change&lt;br&gt;• Green purchasing&lt;br&gt;• Vehicle emissions</td>
<td>• To recognise and promote local suppliers of local produce&lt;br&gt;• To raise awareness of carbon emissions associated with food production and transport</td>
<td>Environmental Planning</td>
<td>Low</td>
<td>December 2009</td>
<td>General community</td>
<td>• # suppliers identified&lt;br&gt;• # increase in local suppliers over time</td>
</tr>
<tr>
<td>Program</td>
<td>Issues Addressed</td>
<td>Objectives</td>
<td>Responsibility</td>
<td>Priority</td>
<td>Time Frame for Implementation</td>
<td>Target Group</td>
<td>KPIs</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------</td>
<td>------------------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Sustainability Training for Council staff | Sustainable work practices and policies  
 Pesticide and herbicide use and storage                                                                                                                                                                      | To raise awareness of staff of sustainable work practices, environmental legislation and Council policies  
 To imbed sustainable work practices into organisation                                                                                                                                                   | Environmental Planning  
 Human Resources                                                                                                                               | Medium    | December 2009                | Council staff | Training program developed  
 # attendees  
 # staff achieving competence |
| Annual Youth Summit | All (as raised at the event)  
 Key topics to be determined shortly prior to the event                                                                                                                                                      | To raise awareness of youth in regards to environmental issues  
 To engage youth in environmental issues  
 To facilitate contribution from Youth in regard to environmental & programs policy                                                                                                          | Environmental Planning  
 Youth Services                                                                                                                                  | Medium    | April 2010                   | Youth         | # summits held  
 # attendees  
 # of environmental issues discussed |
| Youth Environmental Advisory working group | All                                                                                                                                                                                                          | To raise awareness of youth in regards to environmental issues                                                                                                                                              | Environmental Planning  
 Youth Services                                                                                                                                  | Medium    | January 2010                | Youth         | # persons attending  
 # meetings held  
 # outcomes achieved |
| School Education Program               | Biodiversity  
 Threatened species  
 Weeds  
 Pest animals  
 Awareness and sustainable usage of remnant bushland areas  
 Illegal dumping  
 Litter  
 River health  
 Water efficiency                                                                                                                                                                                  | To deliver a specific developed program to schools, to educate and engage children with the environment  
 To communicate environmental messages to the families via their children                                                                        | Environmental Planning                                                                                                                           | Medium    | January 2010                | Schools        | Program developed in line with relevant curriculum  
 # schools attended |
<table>
<thead>
<tr>
<th>Program</th>
<th>Issues Addressed</th>
<th>Objectives</th>
<th>Responsibility</th>
<th>Priority</th>
<th>Time Frame for Implementation</th>
<th>Target Group</th>
<th>KPIs</th>
</tr>
</thead>
</table>
| Sustainable child care centre  | Sustainable work practices and policies
|                                   | Home sustainability
|                                   | Water efficiency                                                          | To ensure centres operate sustainability
|                                   |                                                                          | To promote awareness of childcare staff of sustainable practices
|                                   |                                                                          | To educate children at centres about environmental sustainability
|                                   |                                                                          | To educate families of children at Council centres about environmental sustainability | Environmental Planning
|                                   |                                                                          | Children’s Services                                                      | High                    | June 2010                       | Child care staff
|                                   |                                                                          | Children attending Council child care centres                              |                         |                                   | Families of these children                                                | Program of activities re: environmental sustainability designed
|                                   |                                                                          | # children participating                                                   |                         |                                   |                                                                          | Program implemented
| Carbon Neutral Events           | Climate Change
|                                   | Vehicle emissions                                                        | To reduce energy usage and carbon emissions associated with Council events | Environmental Planning  | Medium               | November 2009 - Ongoing              | Council staff
|                                   | Energy Efficiency                                                       | To offset carbon emissions associated with Council events                   | Community Services      |                      |                                   | General community
|                                   |                                                                          | To raise awareness re: energy usage and associated carbon emissions and impacts on climate change | Communications and Marketing |                  |                                   | Calculation of carbon emissions from event
|                                   |                                                                          | # events offset                                                            |                         |                      |                                   | Amount of carbon emissions offset
|                                   |                                                                          | Community attendance at event                                              |                         |                      |                                   | # events offset
|                                   |                                                                          | # promotion actions undertaken re: carbon neutrality of event                |                         |                      |                                   | Community attendance at event
|                                   |                                                                          |                                                                          |                         |                      |                                   | # promotion actions undertaken re: carbon neutrality of event            |
4.3 Specific environmental education tools

These tools will be utilised to undertake environmental education on a wide variety of environmental topics.

<table>
<thead>
<tr>
<th>Program</th>
<th>Issues Addressed</th>
<th>Objectives</th>
<th>Responsibility</th>
<th>Priority</th>
<th>Time Frame for Implementation</th>
<th>Target Group</th>
<th>KPIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental advisory material</td>
<td>All issues (on a priority basis)</td>
<td>To raise awareness and understanding of environmental issues</td>
<td>Environmental Planning</td>
<td>High</td>
<td>Ongoing</td>
<td>General community</td>
<td># brochures and advisory material produced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide easily accessible and read material</td>
<td>Communications and Marketing</td>
<td></td>
<td></td>
<td>CALD groups</td>
<td># multilingual brochures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cultural Services</td>
<td></td>
<td></td>
<td></td>
<td># topics addressed</td>
</tr>
<tr>
<td>Council website</td>
<td>All issues (highlighting current developments)</td>
<td>To provide easy and accessible information to the community on current environmental issues undertaken by Council</td>
<td>Environmental Planning</td>
<td>High</td>
<td>Ongoing</td>
<td>General community</td>
<td># hits received on website</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Key current information published on site</td>
</tr>
<tr>
<td>Website Tools</td>
<td>Threatened species</td>
<td>To raise awareness and encourage sustainable usage of remnant bushland areas</td>
<td>Environmental Planning</td>
<td>Medium</td>
<td>Ongoing</td>
<td>Residents</td>
<td># tools on website or linked from website</td>
</tr>
<tr>
<td></td>
<td>Biodiversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td># hits recorded accessing tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental E-newsletter</td>
<td>All (current issues at time of newsletter preparation)</td>
<td>To communicate Council environmental initiatives and current issues to the community</td>
<td>Environmental Planning</td>
<td>Medium</td>
<td>December 2009</td>
<td>General community</td>
<td># issues produced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td># articles included</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Communication Methods</td>
<td>All (issues addressed)</td>
<td>To engage with younger demographic of LGA and promote environmental awareness</td>
<td>Environmental Planning</td>
<td>Low</td>
<td>February 2010</td>
<td>Youth</td>
<td># pages set up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Youth Services</td>
<td></td>
<td></td>
<td></td>
<td># users accessing and communicating via page(s)</td>
</tr>
</tbody>
</table>
Appendix 1 - National and State Strategies

(i) Environmental Education for a Sustainable Future (Australian Federal Government)

In July 2000, the Federal Government released the publication Environmental Education for a Sustainable Future. This document serves as an action plan to coordinate and facilitate environmental educational activities throughout Australia.

It states:

‘Environmental education’ is defined in its broadest sense to encompass raising awareness, acquiring new perspectives, values, knowledge and skills, and formal and informal processes leading to changed behaviour in support of an ecologically sustainable environment.

Additionally, the document identifies the key principles of environmental education and emphasises that environmental education must:

- involve everyone;
- be lifelong;
- holistic and about connections;
- be practical;
- be in harmony with social and economic goals and accorded equal priority.

The document further recognises local government as a key player involved in delivering environmental education in Australia.

(ii) Learning for Sustainability, NSW Environmental Education Plan (NSW Government)

The purpose of this document is to provide a strategic direction for state-wide environmental educational initiatives. In doing so, the Plan outlines the following key topics that should be targeted through environmental education:

- Climate change: the need to reduce greenhouse gas emissions and mitigate the environmental, social and economic costs of climate change.
- Total water cycle management: the need for urban and regional catchment-based water cycle management to promote water conservation, prevent pollution of surface and groundwater resources, protect aquatic and floodplain biodiversity, and provide and maintain environmental flows.
- Biodiversity conservation: the need to conserve terrestrial and aquatic biodiversity, protect ecosystem health and maintain critical ecosystem services.
- Landscape management: the need for systems-based landscape management to address cumulative impacts of unsustainable land use and promote healthy and productive landscapes.
- Sustainable production and consumption: the need to stimulate change in production and consumption patterns, and encourage waste avoidance, resource recovery and active conservation of resources.
- Pesticide and chemical management: the need to minimise the impacts of hazardous pesticides and chemicals on environmental systems and human health, and promote safer alternatives.
- Air quality: the need for continued action to tackle indoor and outdoor air quality issues that affect environmental quality and human health.
Sustainable housing and transport: the need to promote innovative urban planning, green design techniques and ecologically sound transport alternatives and networks.

These key topics will be addressed through the Strategy, in the implementation plan (See section 4).

(iii) Who Cares About the Environment in 2006? (NSW Government)

This survey and ensuing report was undertaken and prepared by the Department of Environment and Conservation (DEC) in 2006. The report outlines and explores the results of a comprehensive survey undertaken by the NSW DEC, which assessed people’s environmental knowledge, attitudes and behaviour in regards to the environment. This important study provides a better understanding of people’s relationship and attitude to the environment. It also serves to identify the environmental issues that the community feels need to be addressed.

The following are some of the key findings of the research:

- 93% of people rated the environment as very or rather important;
- 87% of people said that they were concerned about environmental problems;
- The most prominent environmental concern was water related issues, namely water supply, conservation, management and drought;
- Climate change and energy issues have grown significantly in importance;
- Almost three in four people undertake a range of environmentally friendly actions, such as reducing water consumption (76%), prevention of stormwater pollution (74%), reducing energy consumption (73%);
- Women are more likely than men to report engaging in environmentally friendly activities around the home or during shopping; and,
- The reasons for engaging in pro-environmental activities and the difficulties or barriers for not engaging in pro-environmental activities vary according to the specific activity being looked at.

By taking this information into consideration when developing this strategy, much more effective environmental education programs can be developed.

(iv) Does Your Project Make a Difference? (NSW Government)

This State Government resource was also utilised in the development of this Strategy. This document is a reference tool for people undertaking environmental education projects, to assist them in designing, monitoring and evaluating environmental educational programs. This information is pertinent to both the Strategy itself, but also to the educational activities which will be developed as part of the implementation of the Strategy.
Appendix 2 – Environmental Issues Addressed by the Education Strategy

There are a number of significant environmental issues that relate to the Campbelltown LGA (listed below). This strategy aims to address these issues through the implementation of targeted programs and initiatives.

Environmental issues facing the Campbelltown LGA as per the State of the Environment reporting and the eight key topics identified in the NSW Government 'Learning for Sustainability, NSW Environmental Education Plan':

<table>
<thead>
<tr>
<th>SoE Section</th>
<th>Key topic under NSW Environmental Education Plan</th>
<th>Local issue</th>
<th>Outline of issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Land</td>
<td>Biodiversity Conservation</td>
<td>Biodiversity</td>
<td>The Campbelltown area is home to a diverse range of flora and fauna. However this biodiversity is threatened by a number of urban impacts, particularly given the large interface between bushland and urban areas within the LGA.</td>
</tr>
<tr>
<td></td>
<td>Threatened Species</td>
<td></td>
<td>These are species which have been officially recognised as being at risk of becoming extinct, should efforts not be made to ensure their ongoing conservation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>There are a number of threatened species which are found in the Campbelltown LGA, this illustrates the quality of the natural bushland areas found here. However, this also means that Council and the community have a responsibility to conserve these species, and increase the community’s awareness of these species and the threats that they face.</td>
</tr>
<tr>
<td></td>
<td>Weeds</td>
<td></td>
<td>One of the major threats to local bushland health and biodiversity is noxious and environmental weeds. Weeds significantly impact on native plant species, by competing for habitat and resources in an environment. This also has a flow on effect to native animals, which have reduced options for food and suitable habitat as a result of weed species.</td>
</tr>
<tr>
<td>SoE Section</td>
<td>Key topic under NSW Environmental Education Plan</td>
<td>Local issue</td>
<td>Outline of issue</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Pest Animals</td>
<td>A major threat to local flora and fauna is pest animal species. Feral animals place pressure on native plant species, by increasing the level of animals consuming native plants. Feral animal species also prey on native animal species and compete with them for food and suitable habitat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Animals</td>
<td>Domestic animals, if not managed in an appropriate manner, can also place pressure on native animals. This can occur through a domestic animal such as a cat preying on native wildlife, or dogs preventing the natural migration of koalas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removal of wood and bushrock from bushland reserves</td>
<td>Although significant areas of bushland are still remaining in the Campbelltown LGA, it is important that we actively work to conserve what is remaining, to protect local threatened species and biodiversity levels. One of the threats to the habitat for native species is the removal of bushrock and wood from bushland reserves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness and sustainable usage of remnant bushland areas</td>
<td>The Campbelltown LGA is lucky to boast a number of bushland reserves throughout the LGA, particularly along the Georges River corridor. These areas play a critical role in contributing to the amenity and biodiversity of the area. However, these areas of remnant bushland are at significant risk from a number of activities, due largely to their close proximity to adjoining residential areas. These risks include litter, illegal dumping, and illegal usage such as trail bike riding, vandalism and arson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illegal dumping</td>
<td>Dumping of rubbish and disused household items is a significant threat to the health of native bushland and biodiversity levels. With significant areas of interface between bushland and urban areas in the Campbelltown LGA, it can also prove a difficult issue to address.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Clearing (clearance of vegetation and habitat)</td>
<td>Has impacts on the not only the ecology of an area but salinity levels also. It is important to recognise these impacts when investigating future development within the LGA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SoE Section</td>
<td>Key topic under NSW Environmental Education Plan</td>
<td>Local issue</td>
<td>Outline of issue</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Litter</td>
<td></td>
<td>Another significant threat to the health of native bushland and biodiversity levels is littering. Litter can be a difficult issue to address, as it often happens at random times and a wide range of locations.</td>
</tr>
<tr>
<td></td>
<td>Inappropriate fire regime</td>
<td></td>
<td>Bushland areas which are subjected to too frequent fire events pose a risk to loss of biodiversity, as they do not allow it to adequately regenerate. This issue is caused by residents burning off their properties, and also by acts of arson in bushland reserves.</td>
</tr>
<tr>
<td></td>
<td>Sustainable Production and Consumption</td>
<td>Home Sustainability</td>
<td>One of the ways in which people can improve their own sustainability is to take simple steps at home, such as organic cleaning, or starting a vegetable garden. Such steps improve people's health and wellbeing, and also contribute to addressing broader issues such as climate change. Also, actions such as cycling or walking are alternatives to using a vehicle which should be encouraged.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Green Purchasing</td>
<td>A significant proportion of an individual's environmental impact is in the products they consume. This stems from both the raw materials required to manufacture products, and also the transportation of the items from manufacturer to the seller and ultimately to the consumer.</td>
</tr>
<tr>
<td>SoE Section</td>
<td>Key topic under NSW Environmental Education Plan</td>
<td>Local issue</td>
<td>Outline of issue</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Sustainable housing and transport</td>
<td>Water Sensitive Urban Design (Sourced products can have a decreased impact on the environment as well as possibly providing a healthier product.)</td>
<td>Following urban development, one of the significant areas where urban land can have an effect on natural systems is the modifications to the natural drainage and run off processes. These changes have a direct effect on the waterway systems which receive stormwater run off from urban areas. This occurs as the quantity of water from urban areas is much higher due to the increased in impervious surfaces, so more surface run off occurs. Additionally the quality is often reduced due to the polluted nature of urban environments. However, if more residents undertook Water Sensitive Urban Design principals and introduced them into their properties, these negative impacts could be offset.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy Efficiency</td>
<td>One of the key issues facing our society is that of climate change caused by an increase of GHG in the atmosphere, and the impacts that this will have on our environment. One of the key contributing factors to climate change is the emissions produced from energy production. By encouraging residents to use energy more efficiently, we can assist them to save money and to look after the environment at the same time.</td>
<td></td>
</tr>
<tr>
<td>Our Water</td>
<td>Total Water Cycle Management</td>
<td>River Health</td>
<td>The Georges River and the Nepean River are two significant rivers that are found within the Campbelltown LGA. All of the waterways within Campbelltown flow into one of these two river systems. Not only do these systems support aquatic and riparian ecosystems, but the water quality in these rivers can serve as a good indicator for gauging the environmental health of the area, and identifying areas where this could be improved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stormwater Pollution</td>
<td>One of the major threats to the health and well being of the waterways in the Campbelltown area is pollution contained within stormwater. By reducing this pollution load, we can decrease the impact of stormwater on its receiving waters, such as the Nepean River and Georges River. Polluted stormwater also promotes weed growth through carrying high levels of nutrients. This weed growth occurs particularly in parks and reserves which receive stormwater.</td>
</tr>
<tr>
<td>SoE Section</td>
<td>Key topic under NSW Environmental Education Plan</td>
<td>Local issue</td>
<td>Outline of issue</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Sediment and erosion control</td>
<td></td>
<td>One of the significant causes of stormwater pollution stems from inadequate sediment and erosion control practices. However the source of sediment and erosion issues for stormwater systems is more easily identified than general stormwater pollution and thus easier to manage.</td>
</tr>
<tr>
<td></td>
<td>Aquatic Weeds</td>
<td></td>
<td>One of the major threats to local waterway health and biodiversity levels are aquatic weeds. Local residents have inadvertently introduced many of these weeds into bushland areas. By educating the community to better identify weeds, and be more aware of their impact, we can reduce their impact on the environment, as less residents will be involved with activities which serve to promote their spread. Particular focus should be paid to informing residents on how to properly dispose of the contents of domestic fish tanks and aquariums, as this is a common source for aquatic weeds.</td>
</tr>
<tr>
<td></td>
<td>Water Efficiency</td>
<td></td>
<td>An ongoing issue in the Sydney area is the long term supply of potable water. This has been identified by Sydney Water, who are undertaking steps such as building a desalination plant to ensure there is sufficient water supply for the area. Another way to address this issue is to reduce the demand on potable water supplies by using water more efficiently. This can include installation of water tanks, water efficient shower heads and taps, and drip irrigation systems, plus actions which save water such as taking shorter showers or adopting simple changes in behaviour.</td>
</tr>
<tr>
<td></td>
<td>Salinity</td>
<td></td>
<td>Following significant modifications to the natural environmental systems in Australia, there has been an increase in salinity and salinity related issues. By increasing people's awareness of salinity and the factors behind it's development, we can work towards addressing this issue, by encouraging behaviours which address the issue of salinity. These behaviours include fixing leaking pipes, planting appropriate native plants and salt tolerant plants, not over-watering gardens or lawns, and ensuring there is adequate drainage on a property.</td>
</tr>
<tr>
<td>SoE Section</td>
<td>Key topic under NSW Environmental Education Plan</td>
<td>Local issue</td>
<td>Outline of issue</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Our Air</td>
<td>Climate Change</td>
<td>Climate Change</td>
<td>Climate Change is the altering of natural climatic conditions, which is caused by changes to the composition of the atmosphere from the actions of people. Climate Change will affect many other issues such as drought and water availability, fire frequency and intensity, and biodiversity, as the climate shifts away from current conditions. As such, it poses an immense risk to both the local community and their lives, and also the quality of the local environment.</td>
</tr>
<tr>
<td></td>
<td>Wood smoke</td>
<td>Emissions</td>
<td>The quality of our air has a direct link to our health and wellbeing. One of the significant threats to air quality is smoke from fires. This occurs both in Summer from bushfires, and also in Winter from smoke from household wood heaters. Whilst smoke from bushfires is unavoidable at times, Council can work to educate the community on running their household wood heaters more efficiently and with reduced smoke emissions</td>
</tr>
<tr>
<td></td>
<td>Pesticide and Herbicide use, storage, and disposal</td>
<td></td>
<td>A key threat to air quality levels is emissions. These emissions come from both vehicle usage, and also from the burning of coal for energy production. Whilst these activities are important components of our lives, by being energy efficient and using our vehicles less, we can reduce the impact that we have on air quality.</td>
</tr>
<tr>
<td>Internal Education for Council</td>
<td>All of the above</td>
<td>Sustainable work practices and policies</td>
<td>The usage of these types of chemicals can often threaten biodiversity. Inadequate or unsafe use, storage, and disposal can lead to pollution and health and safety concerns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Council is committed to promoting and implementing sustainable work practices and policies. These practices and policies not only promote environmental sustainability but set an example to the community.</td>
</tr>
</tbody>
</table>
Appendix 3 – Strategies and programs to be addressed

There are a number of programs and strategies currently being undertaken by Council, on a range of different environmental topics. This Environmental Education Strategy has been developed recognising these programs, to ensure that Council is working as strategic, effective and as efficient as possible to address the issues.

(i) Campbelltown Biodiversity Strategy

Council is in the process of preparing a Comprehensive Biodiversity Strategy for the Campbelltown Local Government Area. This Strategy will be focused on the results of the Campbelltown Biodiversity Study which was completed in 2008. The Biodiversity Strategy will be a major step in formalising Council’s position on the conservation of Campbelltown’s biodiversity and will provide a more strategic and practical approach to biodiversity conservation within the Campbelltown Local Government Area, across a range of Council responsibilities and initiatives.

In terms of environmental education, the Biodiversity Strategy will have strong links to the Campbelltown Environmental Educational Strategy. The Biodiversity Strategy will address issues which have a significant correlation to environmental education, including:

- Raising awareness about the importance of retaining bushland remnants;
- Native gardening;
- Key threatening factors to biodiversity and what local residents can do to help address these threats;
- Threatened Species Day and associated activities;
- Raising awareness about statutory planning requirements of relevance to biodiversity (internally and externally);
- Koala Plan of Management and associated Interim arrangements - raising awareness of as well as statutory planning requirements;
- Raising awareness about Campbelltown’s biodiversity values (both internally and externally);
- Developing a biodiversity layer for Council’s GIS system;

(ii) Campbelltown Sustainability Strategy

The Sustainability Strategy will be developed in consultation with the NSW Government’s WaSIP Scheme guidelines. These guidelines require Council to consider measurable actions and targets to improve Council’s and the Local Government Area’s (LGA) environmental “bottom line” in the areas of waste, biodiversity, water, energy, climate change, transport and sustainable purchasing.

The Strategy will also be developed in recognition of Council’s current and proposed future mandatory reporting requirements. In this regard, the Strategy will be guided by, and align with Council’s corporate reports and future strategic directions. Important, this will include the Integrated Planning and Reporting framework.

The Strategy will also involve an intensive community consultation process. The process will strategically identify target audiences and provide a list of the most effective ways to engage them predominantly in a workshop format. Following the
conclusion of the workshops, Council employee and community member feedback will be included in the Strategy. The inclusion of the feedback will assist to confirm the intended direction of the Strategy, as well as promote ownership and support of the Strategy.

(iii) Energy Savings Action Plan

In October 2005, the NSW Government introduced the development of an Energy Savings Action Plan (ESAP) as a legal requirement for high-energy users including Councils. In response and to further demonstrate Council’s commitment to energy conservation and sustainability, Council formally endorsed the Campbelltown City Council Draft ESAP in May 2007. Council’s ESAP identified its top thirteen (13) energy-using assets and developed a list of ‘cost effective’ and ‘potentially cost effective’ energy saving measures. Such ‘cost effective’ measures include the installation of power factor correction units, energy reduction circuits, motion sensors and energy efficient light fittings, across a range of Council facilities.

Since its adoption by Council in May 2007, Council has been actively working toward implementing the ‘cost effective’ measures identified in Council’s ESAP. These measures, when implemented in total, will reduce Council’s energy consumption by 560,260 kilo watts per year, resulting in a greenhouse gas reduction of 598 tonnes of carbon dioxide equivalent per year. This is equivalent to taking 187 small cars off the road for that year.

To date, Council has successfully completed all of the ‘cost effective’ measures that were scheduled to be completed in the 2007/2008 financial year period.

The ESAP is a Council specific document and accordingly the only educational messages contained within the document are directed toward management and staff. Therefore, the Education Strategy will provide a vehicle to promote Council’s energy efficiency targets within the organisation, which in turn will assist Council in achieving energy reduction targets. Notwithstanding this, with respect to demonstrating best practice and community leadership, it would be beneficial if Council’s achievements through the program where communicated to the community to raise awareness, set an example and encourage change. Therefore the Education Strategy will also provide a vehicle to achieve this.

(iv) Water Savings Action Plan (WSAP)

In May 2005, the NSW Government introduced a legal requirement for designated high-water users and local councils with a population of greater than 50,000 to prepare a Water Savings Action Plan (WSAP) in accordance with guidelines prepared by the Department of Energy, Utilities and Sustainability (the then program administrators). This legal requirement was formalised by the Water Savings Order 2005 and is underpinned by the Energy Administration Amendment (Water and Energy Savings) Act 2005.

In 2006 Council endorsed its WSAP, which identified baseline water consumption for Council’s top ten water consuming sites and developed a workable program of cost effective measures and changed practices to deliver water savings measures. During the 2007/2008 financial year the following water efficient improvements were made:
• Introduction of waterless urinals and water efficient toilets in selected amenity blocks including Raby and Eschol Park Sports Complex;
• Installation of rainwater tanks at selected reserves and Council buildings including the depot nursery; and
• Installation and use of subsurface irrigation at selected Council reserves.

As with the ESAP, the WSAP is also a document specific to Council and its staff. As such, the Education Strategy will be utilised to promote Council’s water efficiency targets within the organisation, which in turn will assist Council in achieving water reduction targets. Furthermore, the achievements of Council will be communicated to the community to raise awareness, set an example and affect change.

(v) Upper Georges River Urban Sustainability Project

Campbelltown City Council in partnership with Liverpool City Council and in association with Wollondilly Shire Council and the Georges River Combined Councils Committee (GRCCC), received funding ($2 million) for three years from 2007 to 2010 for the preparation and implementation of a Strategic Environmental Management Plan (SEMP) for the upper Georges River and the undertaking of on-ground works in line with the SEMP. The first stage of the development of the SEMP involved an initial community consultation program across the upper Georges River catchment area. The SEMP is being prepared in partnership with the community and other stakeholders (including government agencies) to ensure that the plan identifies and addresses the priority issues within the catchment and secures stakeholder and community commitment beyond the three-year life cycle of the project.

In addition to the SEMP, the Upper Georges River (UGR) project also involves the development of a complementary Environmental Education Strategy. The development of the UGR strategy will be incorporated into the implementation plan for this strategy.

(vi) Campbelltown Golf Course Urban Sustainability Project

In 2008 Campbelltown Council was successful in receiving a grant from the NSW Environment Trust under the Urban Sustainability (Urban Waterways) Program to undertake an Urban Sustainability Project based around Campbelltown Golf Course. Campbelltown City Council, in collaboration with the Campbelltown Golf Course, will develop Sustainable Environmental Management Plan for the site and undertake on-ground environmental improvement works guided by the Plan.

The project will be undertaken over a 3 year period and will aim to improve the health and sustainability of the Bow Bowing Creek, as the headwaters of the Creek lie within the Golf Course.

The SEMP, will attempt to identify and evaluate the urban sustainability challenges facing the Golf Course, prioritise key drivers of environmental degradation and to develop management actions to address such issues. The SEMP will also be used as an educational management tool to promote environmental sustainability to stakeholders in the region. Further, the SEMP will engage with and “value add” to existing and planned initiatives within the Upper Georges River Catchment including those being undertaken as part of the Upper Georges River Urban Sustainability Project.
Appendix 4 – Existing Environmental Education Projects

- Macarthur Sustainable Schools Network – The Network is a group of schools, DET Environmental Education Centres and councils from across the Macarthur region involved in promoting sustainability initiatives within local schools. The Network meets quarterly, and also has an established email network to distribute information. It is coordinated by staff from DET at the Camden Park Environmental Education Centre;

- Macarthur Sustainable Schools Expo – The Expo is an initiative undertaken by a committee of representatives from the Macarthur Sustainable Schools Network, and features a day of hands-on workshops for local students on a range of sustainability topics. A key feature of the Expo, which attracts up to 200 students each year, is that it features ‘peer to peer’ learning, in that the workshops are presented by fellow students, and not by teachers. Council staff are on the Expo Committee, and Council has been a financial sponsor of the event also;

- Schools Climate Change Initiative - The Schools Climate Change Initiative is a grant program funded by the DET and DECCW, to develop and undertake units of work on the topic of climate change. A cluster of schools is involved, being Kentlyn PS, Ruse PS, Leumeah PS and Leumeah HS. Council is a project partner, and it’s role involves providing technical support, as well as support in promoting the project to the wider community to increase awareness of climate change;

- Macarthur Nature Photography Competition – The Competition is a Macarthur wide initiative coordinated by Campbelltown City Council which seeks to actively engage people with the local environment through nature photography. A number of photography walks are held in bushland areas throughout the region, with the Competition culminating in an Awards Night and travelling photography exhibition;

- Threatened Species Art Competition - The art competition is held annually targeted at primary school children to draw pictures representing threatened species found in the LGA. The art is then displayed at various Council facilities;

- Sustainability Blitz – The Blitz series is a number of hands-on workshops designed to encourage participants to improve their sustainability at home. The workshops, which are offered free of charge to local residents, include topics such as composting, worm farming, native gardening and attracting wildlife to gardens, waterwise gardening, no dig vegetable gardening and green cleaning. These workshops have been undertaken by MCSL staff on behalf of Council. Fact sheets on these topics are also available on Council’s website;

- Environmental fact sheets/booklets – Council has a number of fact sheets and brochures on various environmental topics. These are available on Council’s website, at Council facilities, and are also offered at events attended by Council. Current fact sheets include the Rainwater Tank Information Pack, the Campbelltown Tree Planting Guide, the Campbelltown Native Gardening Guide, Neighbourhood Tree Disputes fact sheet, and the Indian Myna Guide;

- Council website – There is a range of environmental topics on the Council website. This includes a range of fact sheets on home sustainability topics, current and previous State of the Environment reports, plans of management for key bushland reserves, and information on current environmental events;
• Streamcare Program – Currently Council has a streamcare group operating at Noorumba Reserve, Rosemeadow. The Program recruits and coordinates volunteers to undertake bush regeneration and conservation activities such as rubbish and weed removal, plantings and seed collection at environmentally significant locations;

• Plans of Management – POM’s are developed for individual Council Reserves on a priority basis. The Plans provide a management framework to conserve and enhance the natural and cultural values of the Reserve, whilst providing passive recreation and community education opportunities that complement these values. The Plans also encourage activities which help the development of a sense of ‘ownership’ of the Reserves by the community, so that they are more likely to take a proactive role of stewardship of them. These activities may include activities such as guided walks, tree planting days and so forth;

• Weed and Pest Animal Management Strategy – Formerly the Weed Management Plan, new plan incorporating Pest animals is currently under development for implementation to commence in 2009. This plan not only identifies weeds and pest animals relevant to the Campbelltown LGA but outlines management actions to address these species;

• Compliance Program – Council’s Compliance Section prepares and implements a program of activities each year. This program is executed via a mix of targeted operations, routine patrols and advisory activities. The program targets a range of environmental issues such as illegal trail bike riding and wood smoke;

• Environmentally significant dates:
  - Earth Hour, late March. Council has actively promoted Earth Hour through internal promotion to staff, media releases, and promotion of Earth Hour at Council events prior to the date;
  - World Environment Day, early June. Each year Council holds the Riverfest festival, which celebrates environmentally and culturally diverse region with stage performances, information stalls and hands-on workshops;
  - National Tree Day, late July. Council promotes National Tree Day through activities such as native plant give aways and school tree planting days;
  - National Threatened Species Day, early September. Council celebrates National Threatened Species Day each year with a Threatened Species Art Competition, which encourages local children to create an A4 size artwork of a locally occurring threatened species;

• Relevant Council Community Events. At each of these Council events, Council’s Environmental Planning Section and Waste and Recycling Services have a joint stand promoting a broad range of environment and sustainability related topics. This is usually in the form of both educational displays and also in the form of fact sheets for residents to take. The Council community events attended in such a fashion include:
  - Ingleburn Alive Festival;
  - Riverfest;
  - Fisher’s Ghost Festival;
Appendix 5 – Guidelines for Developing New Activities and Resources

In order for future environmental education activities developed by Council to be strategic and targeted, there is a need to develop guidelines to direct their creation. Undertaking this will ensure that Council utilises its resources in an efficient and successful manner, and that it appropriately and successfully engages the community with the issue.

The development of new activities should be undertaken in accordance with the guidelines outlined in the flowchart below.

**Gap Analysis**
- What are the existing environmental and sustainability topics currently addressed by environmental education? (This will be informed by activities such as developing the SoE)
- What environmental and sustainability topics need to have an increased focus to address them?

**Identify the Issue**
- What issues have been identified as requiring action?
- What is the issue?
- What is causing the issue?
- Determine the severity of the issue and its impact
- Identify existing activities or resources that target the issue

**Identify Stakeholders**
- Who is impacted upon by the issue?
- Who has a vested interest in the issue?
- Who can assist in addressing the issue?

**Identify Target Audience**
- Who do we want to target any activities or resources towards?
- What is the best way of targeting the appropriate audience
- What community groups can be targeted?

**Determine SMART Objectives and Outcomes**
- What does Council aim to achieve?
- What KPIs will be utilised to gauge the effectiveness of the program or resource?
- Objectives should be SMART – Specific, Measurable, Achievable, Realistic, Timed

**Design the Methodology**
- Identify how will the action be undertaken?
- Identify how the action will be promoted
- Identify risks to the success of the actions

**Consider Funding**
- Determine how much funding the action will require
- What resources can funding be sourced from
Seek Council Endorsement
- Confirm budget and resourcing
- Confirm programming
- Allocate responsibility for implementation

Implementation
- Implement actions

Review
- Was the action successful in addressing the issue?
- Were there any additional benefits achieved which were not forecast?
- Were the KPIs met?
- Were the KPIs appropriate?
- Did the program deliver value for Council?
- How could the action be improved?
- What learning’s can be utilised to improve other Council activities?