

SUSTAINABILITY REPORT

OUR SUSTAINABILITY JOURNEY

Our business exists to deliver on our purpose, creating the foundations for learning for life. We appreciate the long-term success of our business in achieving our purpose is reliant on the well-being of the children in our care, the families in our education community, the team members who provide the education and support, and the natural environment in which we operate.

As mentioned in last year's Sustainability Report, in 2020 we conducted a materiality assessment to understand the most material sustainability issues to G8 Education. We grouped the identified material issues into four sustainability pillars — Governance, Service Quality, Our People, and Our Environment. The results of this materiality assessment helped shape our approach to sustainability and prioritise our sustainability initiatives and commitments. We have enhanced our disclosure in this year's reporting framework to align with the identified material issues from our 2020 materiality assessment.

This year's Sustainability Report is organised around the four sustainability pillars. Each pillar contains sections on select material sustainability topics, each of which includes a discussion on our sustainability approach for the topic, and, where applicable, how performance was measured and assessed in 2021 as well as targets for 2022.

GOVERNANCE

Strong corporate governance and compliance with Australian law, industry regulation and standards for childcare services underpin our success. Over 86% of our centres have been assessed as meeting or exceeding the National Quality Standards as at 31 December 2021 — we aim to reach 95% by the end of 2024. We are also currently reviewing our operations and supply chain to ensure modern slavery risks are identified and reduced from our business.

SERVICE QUALITY

Service quality is our core business. We have robust policies in place to protect our children's health and safety, and our team members are required to complete mandatory training modules each year. We pride ourselves in the quality of our pedagogical approach, which is play-based and child-led. In 2021 we entered the in-home and specialised care segments through the acquisition of Leor, which enables G8 Education to serve a broader range of families.

OUR PEOPLE

We acknowledge the sector-wide challenges regarding turnover of educators. In 2021 we continued to invest in our team members, offering short courses, training programs for new centre managers, traineeship programs, and bachelor scholarship programs. The traineeship programs and bachelor scholarship programs both saw a 20% increase in enrolments in 2021. Our centre manager turnover was around 21% in 2021 and work is underway to achieve our long-term goal of 15%. Our employee engagement score was 77% in 2021, against our target of 85% by 2024. Other elements of our People strategy include promoting diversity and inclusion amongst our team members and within our centres and looking after the health and safety of our team members.

OUR ENVIRONMENT

We have undertaken multiple initiatives to start tracking and reducing our impact on the environment. We are currently conducting an audit of our energy consumption and intend to provide more comprehensive reporting on our emissions in future reporting periods. As educators, we recognise the important role we can play in instilling positive attitudes towards the environment in the children in our centres, and our curriculum integrates sustainability opportunities into daily centre life.

I am pleased to share our 2021 Sustainability Report. We look forward to continuing our sustainability journey and welcome feedback from our shareholders and other stakeholders.



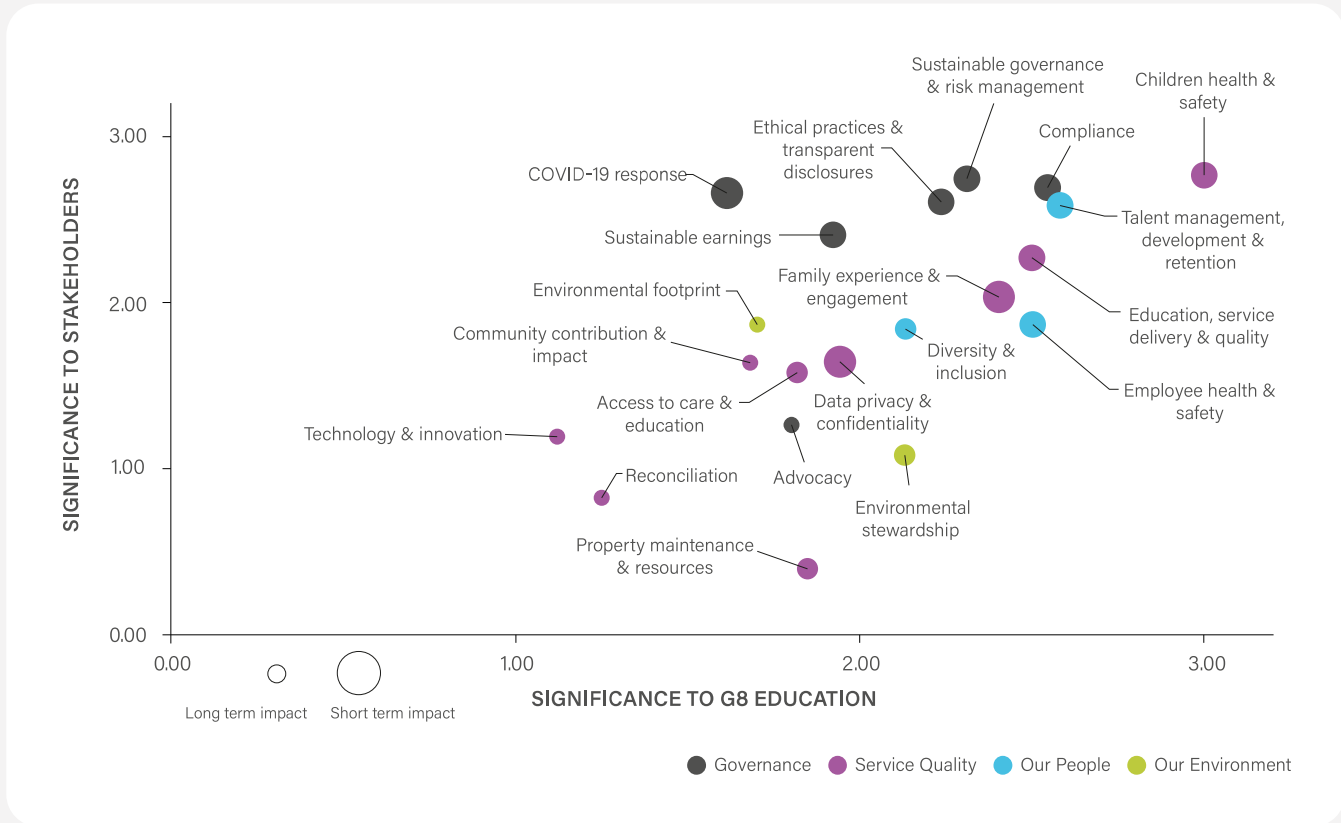
GARY CARROLL

Managing Director/Chief Executive Officer



MATERIALITY MATRIX

The materiality assessment completed in 2020 identified 20 topics grouped within our four pillars that are most material to our stakeholders. The below materiality matrix maps the importance of these material topics to stakeholders against their business impact. Large dots represent short-term priorities whereas smaller dots, while still important, form part of G8 Education's long-term sustainability considerations. The colours represent the four pillars.



SUSTAINABILITY APPROACH

G8 Education's sustainability approach is focused on creating long term value for our families, team members, the communities in which we operate and our investors in the management of environment, social and governance risks and opportunities.

We have adopted a continuous improvement approach to sustainability, where sustainability performance and reporting transparency increases each year in an effort to align with the United Nations Sustainable Development Goals (SDGs). The 17 SDGs set a global agenda for sustainable development through 2030 and are a call to action to address the world's most pressing economic, environmental and social issues.

G8 Education's business and approach to sustainability touches on numerous SDGs as outlined below and highlighted in the various reporting topics for each of our four sustainability pillars. Our sustainability targets aim to support the SDGs and we intend to report in alignment with the SDGs when possible.

SUSTAINABLE DEVELOPMENT GOALS



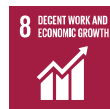
No Poverty



Affordable and Clean Energy



Good Health and Well-being



Decent Work and Economic Growth



Quality Education



Reduced Inequalities



Gender Equality



Responsible Consumption and Production



Clean Water and Sanitation



Climate Action

PILLAR – GOVERNANCE

REPORTING TOPIC

Compliance, Sustainable governance and risk management, and Ethical practices and transparent disclosure



G8 Education is committed to good corporate governance practices and complies with the Australian Securities Exchange Corporate Governance Council's Corporate Governance Principles and Recommendations (4th Edition). The Board of Directors guides and monitors the business and affairs of G8 Education on behalf of the shareholders by whom they are elected and to whom they are accountable. G8 Education's compliance with the Principles are found in the corporate governance section of our website: www.g8education.edu.au/investor-information/corporate-governance.

As part of our approach to corporate governance, we are also committed to implementing sound risk management practices which we see as being integral to performance and the achievement of business objectives (both operational and strategic). To that end, G8 Education has developed a Risk Management Policy, which formalises and communicates G8 Education's approach to the oversight and management of risk at G8 Education, and a Risk Management Framework, which provides practical advice on the management of risks, links to all relevant tools and templates within G8 Education that may assist team members to understand their responsibilities, access the resources necessary to manage risk and continually improve the management and communication of risk across the organisation. The Risk Management Framework also includes our risk appetite and tolerances and our risk matrix. These resources can also be found in the corporate governance section of our website: <https://g8education.edu.au/investor-information/corporate-governance/>.

The Board believes compliance with G8 Education's corporate governance and risk management policies, as well as relevant federal and state regulations, is critical to our success. All team members are required to complete compliance training on child safety and information security on an annual basis, and performance against the National Quality Framework is monitored closely by the Board.

G8 Education is committed to the highest possible standard when it comes to the documentation and notification of in centre incidents. In accordance with the National Law and Regulations, G8 Education is required to notify the regulatory authority within 24 hours of it becoming aware of any serious incidents, complaints alleging that serious incidents have occurred or the law has been contravened, circumstances which pose a risk to the health, safety or wellbeing of children or any incident or allegation that physical or sexual abuse of a child has occurred while the child was in care. G8 Education's Regulatory Compliance Practice Manual provides team members with clear instructions on the procedure for notifying incidents and complaints, including mandatory reporting from centre to management and the Support Office where a dedicated Regulatory Support Team assists with the investigation and response. The Board is provided with a monthly update regarding child safety incidents and a quarterly update of compliance breaches. There are also various policies and procedures in place to ensure that crises are promptly escalated to the Board where necessary.

G8 Education believes that whistleblowers play an important role in the ability to detect misconduct and to identify, escalate and address potential issues while promoting a culture of openness, honesty and transparency. We are committed to conducting our business in accordance with the law and good business practice and recognise that our reputation is an essential element of our success. In 2021 we engaged an expert to conduct a full review of our whistleblower policy to ensure that it complies with the whistleblowing requirements under the *Corporations Act 2001* (Cth) and follows the best practice recommendations released by ASIC. G8 Education's whistleblower policy can be found in the corporate governance section of our website: www.g8education.edu.au/investor-information/corporate-governance.



2021 PERFORMANCE

HOW PERFORMANCE IS MEASURED	PERFORMANCE IN FY21
% of centres that are meeting or exceeding NQF (target: 95% by FY2024)	86.4%
% of centres that have been assessed from 1 Jan 2021 to 31 Dec 2021 as meeting or exceeding NQF	92%
Enterprise Risk Management Framework (ERM) including number of times ERM reviewed by the Board; number of times full ERM framework reviewed	<ul style="list-style-type: none"> ✓ ERM reviewed at 11 Board meetings, including a full review of ERM framework ✓ ERM reviewed at all Audit & Risk Management Committee Meetings ✓ Annual Risk Workshop conducted by the Board ✓ New software to improve risk management and reporting
Active team members who have completed all allocated Child Safety training annually (FY2021 target: 95%)	92%

TARGETS FOR 2022 AND BEYOND

How performance is measured	Targets
% of centres that are meeting or exceeding NQF	95% by FY2024
Active team members who have completed significant Child Safety training annually (excludes new joiners, who must complete mandatory training within 2 months of joining)	95%

REPORTING TOPIC

Sustainable earnings



G8 Education recognises the importance of responsibly managing its fiscal responsibilities to stakeholders in an ethical, sustainable and transparent manner and that a sustainable earnings stream is necessary to achieve its purpose and strategic goals. We balance the needs of our key stakeholders to ensure that we can achieve our purpose – to create the foundations for learning for life.

G8 Education has heavily invested across 224 centres on its Improvement Program to date, with a further 138 centres inducted into the program for 2022. The key program elements of the Improvement Program include improvement in learning environments, centre manager development and weekly work routines designed to improve both family and team engagement. The financial performance of prior cohorts who have participated in the Improvement Program continues to exceed target and all assessed CY19 and CY20 cohort centres assessed in 2021 were rated as either 'Meeting' or 'Exceeding' NQS.

G8 Education is committed to continuing its investment in centre improvements, equipment and resources and technology and has allocated significant capital towards these elements in CY2022. This investment is expected to benefit both NQS ratings and team and family engagement, which in turn drives occupancy.

PILLAR – GOVERNANCE *Continued*

REPORTING TOPIC

Advocacy



G8 Education believes in being an advocate for children and in advocating the importance of early childhood education to government, sector and the community. In addition to providing formal responses to government policy, the Board of G8 Education has also approved the Company's membership in the following organisations:

AUSTRALIAN CHILDCARE ALLIANCE (ACA)

The ACA works on behalf of early learning service providers to ensure families and their children have an opportunity to access affordable, high quality early learning services throughout Australia.

The ACA has extensive experience in the fields of early learning, training and management. The ACA works with Federal and State Governments, regulatory authorities and other stakeholders to ensure that families are supported into the future with a sustainable, affordable and viable sector.

EARLY CHILDHOOD AUSTRALIA (ECA)

ECA has been a voice for young children since 1938. ECA is the peak early childhood advocacy organisation, acting in the interests of young children, their families and those in the early childhood field. ECA advocates to ensure quality, social justice and equity in all issues relating to the education and care of children aged birth to eight years.

THE EARLY LEARNING AND CARE COUNCIL OF AUSTRALIA (ELACCA)

Internally, ELACCA works to strengthen quality among ELACCA member services and to create an ambitious vision for the early learning sector. Externally, ELACCA works with governments, public sector agencies and research organisations to contribute ELACCA's vast knowledge and experience to the development of good public policy for early learning and care in Australia.

G8 Education CEO Gary Carroll is Co-Chair of ELACCA.

Each of these associations are at the forefront of advocacy for children and/or the early learning sector in Australia. G8 Education's membership and involvement allows us to actively participate in that advocacy and to contribute to public policy discourse on issues affecting young children and the early learning sector. It also allows us to partner effectively with other childcare providers to identify industry trends and advocate for the entire industry, including families who are in our care.

REPORTING TOPIC

Supply chain



G8 Education is committed to living out its values and opposes all forms of exploitation and all practices which violate the human rights and dignity of individuals. We oppose all forms of modern slavery and are committed to ensuring such practices do not exist within our operations or supply chain.

Our supply chain is complex with a procurement spend of approximately \$175 million with around 1,500 suppliers. During the reporting period, our largest suppliers by spend provided the following goods and services:

- Property and maintenance
- Food and nappies for our childcare centres
- Educational resources
- Technology services
- Labour costs

G8 Education has undertaken a project to review and enhance the governance and practices in our operations and supply chain to ensure risks of modern slavery are eliminated. Consistent with this initiative, G8 Education is committed to:

- Conducting due diligence on all contractors and suppliers and promoting an expectation of them to make their own commitments to address risks of modern slavery in their own operations and supply chains;
- Monitoring the progress of all contractors and suppliers in addressing the risks of modern slavery in their own operations and supply chains; and
- Providing training to team members on the risks of modern slavery and how to address those risks in a manner consistent with G8 Education's values.

Please see our Modern Slavery Statement for more details on the actions we have taken to date to address the modern slavery risks in our operations and supply chain: <https://g8education.edu.au/wp-content/uploads/2021/05/modern-slavery-statement-2020.pdf>

PILLAR – SERVICE QUALITY

REPORTING TOPIC

Child health and safety



CHILD PROTECTION POLICY

The best interest and wellbeing of the child is the primary consideration for G8 Education. G8 Education is committed to ensuring the safety, protection and wellbeing of children by providing child friendly environments where all children are respected, valued and encouraged to reach their full potential.

To support this commitment, G8 Education has developed the Child Protection Policy, which sets out G8 Education's approach to the on-going provision of a child safe organisation where children and young people are in a safe and harmonious environment during their care. This policy provides the framework for our approach to the National Principles for Child Safe Organisations, including (but not limited to) the following actions:

- Having child safety and wellbeing policies and procedures, and governance arrangements in place to guide prevention, record keeping, information sharing and external reporting obligations.
- Providing a Child Protection Statement of Commitment outlining expected behaviours, interactions and conduct of team members.
- Undertaking risk assessments and management process to minimise risk to children.
- Consulting with experts regarding child safety to inform our practice.
- Providing programs and resources to educate and engage with children about their rights, safe environment, protective strategies for staying safe and seeking help when needed.
- Providing team members with information and training to ensure they are skilled to engage positively with children and understand child rights-based approaches to practice.
- Encourage child participation in decision-making, particularly regarding safety and wellbeing issues.
- Having processes in place to regularly review opportunities for children's participation and seeking children's consent for relevant activities.
- Building cultural safety and inclusion through partnerships and respectful relationships with families and communities.
- Having our Child Safety and Wellbeing policies and procedures accessible to families and the community.
- Obtaining parental consent for relevant activities.

A copy of our Child Protection Policy can be found here: <https://g8education.edu.au/about-us/sustainability/>

CHILD PROTECTION STATEMENT OF COMMITMENT

All team members and volunteers have a legal and ethical obligation to act in order to protect any child who is at risk of abuse or neglect. G8 Education has developed the Child Protection Statement of Commitment, which is applicable to all team members, including leaders, volunteers and others who may represent G8 Education in any capacity. The purpose of this Child Protection Statement of Commitment is to outline expected daily behaviours, interactions and conduct of team members required to support children, prohibit any form of child abuse or neglect and ensure mandatory reporting obligations are met. A copy of our Child Protection Statement of Commitment can be found here: <https://g8education.edu.au/about-us/sustainability/>

CHILD FOCUSED COMPLAINTS SYSTEM

G8 Education has a child focussed complaints system which includes:

- Having accessible policies for receiving, responding to and investigating complaints of child harm or abuse prioritising the safety and wellbeing of children.
- Responding effectively to concerns or complaints where harm is caused to a child by another child.
- Having processes in place for reporting to external authorities, record keeping and information sharing to ensure G8 Education meets its reporting requirements, employment law and privacy obligations.
- Providing information to team members on the complaints process, their roles and responsibilities, and reporting and privacy obligations when responding to children who disclose abuse.

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and provide the framework for G8 Education's approach to quality. The seven quality areas that comprise the NQS include educational program and practice, children's health and safety, physical environment, staffing arrangements, relationships with children, collaborative partnerships with families and communities and governance and leadership. More information on the National Quality Standards can be found here: <https://www.acecqa.gov.au/nqf/national-quality-standard>

PILLAR – SERVICE QUALITY *Continued*

REPORTING TOPIC

Education, service delivery and quality



EDUCATION STRATEGY

Fundamental to our education strategy is fulfilling children's learning potential by developing best practice and embedding high-quality education and care across the network. We have invested significantly in quality improvement programs with a focus on building the capability of educators and teachers to enhance their pedagogy and practice across Quality Area 1 (Educational programs and practice), 3 (Physical environment) and 5 (Relationships with children). This investment has included professional development programs, indoor/outdoor environment training and an uplift in education resources. Elevating and enhancing early childhood teacher professional identity has been targeted through dedicated teacher registration mentoring and support programs.

The education strategy will continue to explore and engage in sector leading partnerships with highly regarded and ranked universities around innovative and leading education research opportunities and career enhancing study pathways. Our team continue to advocate for the early childhood education and care sector through involvement in leading national and international professional bodies, research initiatives, and government advisory panels.

Additionally, we have piloted a digital technology initiative designed to position G8 Education as a leader of early learning and technology. The intention of the program was to build content and pedagogical knowledge in teachers, extend children's knowledge, understanding, experience and interests using iPads. The program also partnered with families to identify the value of technology in early childhood education and care and connect learning from centre-home and home-centre. The pilot has successfully achieved the key deliverables and a second phase will be delivered in 2022.

The education strategy will continue to expand and extend upon the established cross functional and multisite pedagogical and practice leadership with the appointment of Ali Evans as the Head of Early Learning and Education.

2021 PERFORMANCE

HOW PERFORMANCE IS MEASURED

% of centres that are meeting or exceeding NQF

PERFORMANCE IN FY21

86.4%

TARGETS FOR 2022 AND BEYOND

HOW PERFORMANCE IS MEASURED

% of centres that are meeting or exceeding NQF

TARGET

95% by 2024

EDUCATIONAL APPROACH

G8 Education is committed to providing children and families with access to high-quality early childhood education and care. Early childhood education and care pedagogy at G8 Education is play-based, child led and is reflective of the strengths, ideas, interests and needs of individual children. The pedagogical approach is underpinned by the guiding principles articulated in the National Quality Framework.

These guiding principles include respecting and positioning the rights of every child as paramount to everything we do as an organisation, viewing all children as competent and capable learners, a continued commitment to equity and inclusion, valuing Australia's Aboriginal and Torres Strait culture, recognising families as children's first teachers, and ensuring centres always deliver best practice in a positive and engaging learning environment.

Spontaneous and intentional learning experiences are facilitated and planned for by qualified early childhood teachers and educators with the aim for every child to thrive, play, and learn. Our pedagogical approach encourages children to gain positive dispositions to learning, develops age-appropriate physical skills, supports social and emotional development, and oral language development.

REPORTING TOPIC*Access to care and education*

G8 Education acquired Leor in 2021 to enter the in-home and specialised care segments. As a registered NDIS provider, Leor is approved to deliver a broad range of services, including specialist early intervention and allied health supports to children across Australia. The acquisition enables G8 Education to provide extended support for existing families and addresses the growing demand under the NDIS to support children with complex needs, where there is significant latent demand. Leor is also the only Certified B Corporation in the early learning sector in Australia, which is third-party verification of its ethical business practices.

The vision for Leor is to achieve quality outcomes for children through flexible, inclusive, evidence-based approaches and a skilled and diverse workforce. It also provides a more flexible and varied work offering for G8 Education's educators who wish to develop their skills in in-home and specialised care.



PILLAR – OUR PEOPLE

REPORTING TOPIC

Talent management, development and retention



G8 Education provides various opportunities for our employees to upgrade their skills and grow with the Company. As a starting point, all Team Members have access to G8 Education's Learning Lounge, an online learning portal with more than 100 short courses. Most of these courses are focussed on pedagogy and practices, with others covering topics such as compliance and safety, people and culture, and operations.

We have developed the *First Steps* onboarding and induction program for all new Centre Managers (including internal and external appointees). This program is designed to equip these new Centre Managers with the skills and knowledge needed to feel confident in their role, ensuring they are set up for success from their first day. Centre Managers spend up to four weeks being trained and supported by a specially trained Certified Trainer. This support continues throughout their first six months with regular check-in calls, deep-dive workshops and further training offered if required.

Centre educators have multiple study pathways available to them. The *Vocational Study Pathways Program* is G8's national traineeship program offering Certificate III and Diploma qualifications in Early Childhood Education. Delivered in partnership with key Registered Training Organisations and supporting stakeholders, the program provides 'earn while you learn' opportunities for entry level roles (Certificate III) as well as upskilling opportunities for both new and existing team members (Diploma). This popular program has seen a 20% increase in study enrolments in 2021.

In addition, the *Bachelor Scholarship Program* is a dedicated program delivered in partnership with sector leading universities to support Diploma qualified team members to study degrees focused on prior-to-school settings and graduate as the next generation of Early Childhood Teachers. This program also experienced a 20% increase in study enrolments in 2021.

G8 Education also offers a *Teaching for Tomorrow* program for Early Childhood Teachers. This exclusive professional development program is delivered in partnership with Semann & Slattery to support Early Childhood Teachers with their ongoing development in both pedagogy and practice. Aligned to G8 Education's Development Framework for Teachers, the suite of initiatives explores emerging practice trends and challenging contexts whilst also providing professional development credits for required Teacher Registration.

The Company's Improvement Program also provides targeted coaching and support to build capability across educational practice, centre operations and team and culture leadership.

Throughout COVID-19 we continued to support and pay our casual team members whose employment might otherwise have been impacted.

Finally, G8 Education supports parental leave for all eligible team members and guarantees job security for team members on maternity, paternity and parental leave. All team members with family responsibilities can apply for flexible working arrangements and team members and their families can access generous childcare discounts within the Group's childcare network.





2021 PERFORMANCE

HOW PERFORMANCE IS MEASURED

PERFORMANCE IN FY21

HOW PERFORMANCE IS MEASURED	TURNOVER	TURNOVER/ VOLUNTARY	TURNOVER/ INVOLUNTARY
Total rate of employee turnover during the reporting period	Total	27.76%	1.48%
Centre manager turnover	21.3%		
Employee engagement score	77%		
Total number of employees by employment contract (permanent and temporary), by gender	CATEGORY		AS AT 31/12/21
	Female		9730
	Permanent		7625 (78.4%)
	Temporary		325 (3.3%)
	Casual		1780 (18.3%)
	Male		316
	Permanent		247 (78.2%)
	Temporary		22 (6.9%)
	Casual		47 (14.9%)
	Grand Total		10046
Percentage of employees on a permanent contract, by state/territory	STATE		AS AT 31/12/21
	ACT		83.8%
	NSW		74.4%
	NT		100%
	QLD		75.4%
	SA		80.1%
	VIC		83.5%
	WA		75.2%
		Company Wide	
New centre managers enrolled in <i>First Steps</i> program			72
Number of active students in traineeships			850
Number of active students enrolled in Bachelor Scholarship Program			234

TARGETS FOR 2022 AND BEYOND

HOW PERFORMANCE IS MEASURED

TARGETS

Centre manager turnover	15% by 2024
Team engagement score	85% by 2024

PILLAR – OUR PEOPLE *Continued*

REPORTING TOPIC

Diversity and inclusion



G8 Education respects, values and celebrates the diversity of its team members, children, families and other stakeholders. We are committed to supporting a diverse and inclusive workforce and recognise that our team members create and maintain our unique culture. To that end, G8 Education has developed several policies to support diversity and inclusion amongst our stakeholders.

DIVERSITY, INCLUSION AND BELONGING POLICY

At G8 Education we are committed to proactively providing a respectful and safe work environment that provides equal opportunity and is free from discrimination, harassment, bullying, victimisation, or any other form of unreasonable or inappropriate workplace behaviour for all team members. We recognise that our team members are more productive and engaged in an environment that is free from discrimination and where diversity is both valued and celebrated.

G8 Education's Diversity, Inclusion and Belonging Policy has been created to ensure fairness, equity and a sense of belonging for all team members. This policy assists team members in understanding their rights and responsibilities regarding workplace discrimination, harassment, bullying, and equal employment opportunities.

This policy also outlines G8 Education's diversity objectives in relation to gender, age, cultural background and ethnicity. It includes requirements for the Board to establish measurable objectives for achieving diversity and equity and for the Board to assess annually both the objectives and the Company's progress in achieving them.

At the end of 2020, the Board set measurable objectives for gender diversity for 2021, which are detailed below:

- To maintain at least equal female to male representation for Non-Executive Directors on the Board.
- To maintain at least equal female to male representation on the Executive Leadership Team, excluding the Chief Executive Officer.

G8 Education also monitors gender pay ratios with the intention to ensure equal pay for equal work.

A copy of the Diversity, Inclusion and Belonging Policy can be found here: <https://g8education.edu.au/about-us/sustainability/>

ANTI-BIAS, INCLUSION AND CULTURAL DIVERSITY CENTRE POLICY

G8 Education's Anti-Bias, Inclusion and Cultural Diversity Centre Policy is guided by the Early Years Learning Framework, national law, national regulations and the National Quality Standards, which provide clear guidelines for appropriate practices and those practices that must not be condoned.

We recognise that a child's family experiences will be unique and endeavour to include families in the daily practices of the centre no matter the make-up of the family (traditional, single families, blended families, extended families, foster/adoptive families, same gender families, grandparents as carers etc.). All families are treated respectfully and have equal opportunity to participate in all aspects of our education and care service.

At G8 Education, discrimination is not accepted. We believe that every child has the right to develop fully as an individual and be treated equally regardless of their race, gender, colour, appearance, ethnicity, religion, disability, impairment, socioeconomic status or national origin.

A copy of the Anti-Bias, Inclusion and Cultural Diversity Centre Policy can be found here: <https://g8education.edu.au/about-us/sustainability/>



ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE AWARENESS POLICY

G8 Education endeavours to support every child in building a strong sense of their identity i.e. who they are and where they belong. We provide children the right to their identity and to live and learn within their culture. We believe this is especially important for Aboriginal and Torres Strait Island children whose distinctive culture and lifestyle have in the past been threatened and undermined. Our centres aim to foster children's positive self-esteem and to preserve their own culture and personal identity. It is with this aim that we educate all children of not only the things that make them unique but also those things that make them similar to establish an appreciation of diversity. This includes:

- We endeavour to support Indigenous children and their families to nurture their culture, their identity and their spirituality with guidance from leading authorities in this field
- Our curriculum incorporates cultural activities and the use of Aboriginal and Torres Strait Islander resources (music, posters, books, paintings etc.) in a way that is meaningful and not tokenistic
- We encourage the involvement of parents and other Aboriginal and Torres Strait Islander adults in the educational program
- We promote children's awareness of the things that Aboriginal and Torres Strait Islander people have in common with each other and with those not within that culture. We also promote awareness of the diversity of Aboriginal and Torres Strait Islander cultures from the other cultural representations in the centre and wider community. This encourages acceptance of diversity and helps to minimise discriminatory practices
- Centre teams will listen to the Aboriginal and Torres Strait Islander community, respect their views and allow opportunities for family and community members to be involved in centre programs e.g. inviting local elders to significant centre events

A copy of the Aboriginal and Torres Strait Islander Culture Awareness Policy can be found here: <https://g8education.edu.au/about-us/sustainability/>

2021 PERFORMANCE

HOW PERFORMANCE IS MEASURED	PERFORMANCE IN FY21
Board gender diversity as at 31 December 2021	57% female
Executive Leadership Team gender diversity as at 31 December 2021	50% female
Ratio of basic salary and remuneration of women to men	There is a -3.8% pay gap in network (women are paid more than men) and a 4.7% pay gap (men paid more than women) across like for like roles in support office. Excluding the Chief Executive Officer, women represent more than 50% of the Executive Leadership Team and are paid on average more.

TARGETS FOR 2022 AND BEYOND

HOW PERFORMANCE IS MEASURED	TARGETS IN FY22
Board gender diversity	To maintain at least equal female to male representation for Non-Executive Directors on the Board
Executive Leadership Team	To maintain at least equal female to male representation on the Executive Leadership Team, excluding the Chief Executive Officer

PILLAR – OUR PEOPLE *Continued*

REPORTING TOPIC

Employee health and safety



G8 Education is committed to the health and safety of all employees and strives to have injury free workplaces. G8 Education's Health and Safety Policy outlines the Company's approach to health and safety. The Company will work to eliminate hazardous practices and behaviour, which could cause accidents, injuries or illness to employees, contractors, visitors and the general public.

The Company follows established hazard identification and risk management practices as per G8 Education's documented safety management system. In addition, all team members are provided with training on the following Occupational Health and Safety matters:

- Manual handling
- Slips trips and falls
- First aid and CPR
- Emergency management
- Hazard identification and risk management
- Bullying and harassment
- Kitchen safety.

G8 Education also promotes the general health and well-being for our employees. This includes providing an Employee Assistance Program, under which employees have access to psychological counselling, as well as nutritional counselling. In addition, the Company runs step challenges that encourage employees to stay active.

2021 PERFORMANCE

HOW PERFORMANCE IS MEASURED

Workers covered by an occupational health and safety management system

LTIFR (FY21 target: 6)

PERFORMANCE IN FY21

100%

5

REPORTING TOPIC

Labour Relations



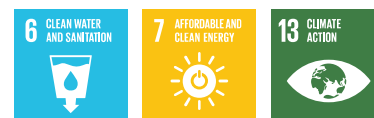
In December 2020 G8 Education announced that, following a proactive review of its award and legislative requirements, it had identified inadvertent noncompliance issues with relevant awards, which were self-reported to the Fair Work Ombudsman. A remediation program has been underway since that time to ensure that all affected team members are paid in full. The Group has paid remediation program costs totalling approximately \$37.9 million to 18,677 active and former team members as at 31 January 2022, with circa 7,400 team members remaining to be paid. Validation work in respect of some matters continues and G8 Education is engaging with the Fair Work Ombudsman in connection with the matter.

The Company has invested in wages and rostering systems and processes to ensure every team member is paid correctly moving forward. The new HRIS and rostering system was completed in 2021 along with a successful roll out across the support office and first regional cohort of centres, which included the progression to a weekly pay cycle. The overall remediation program, covering training, reporting and system enhancements to achieve the targeted controls is well advanced, with the measures taken to date producing high confidence in the Group's go-forward wage compliance.

PILLAR – OUR ENVIRONMENT

REPORTING TOPIC

Environmental footprint and stewardship



ENVIRONMENTAL FOOTPRINT

G8 Education is committed to responsibly managing our direct environmental impacts through improving our waste management and recycling, managing water use and sources, reducing our carbon footprint, and making our business practices sustainable for the future.

We have identified several initiatives to reduce our environmental impact including:

- Investing in solar and green energy for our existing centres
- Integrating sustainable building design principles for all new builds
- Reducing waste creation across our network
- Recycling our waste into clean energy.

With regard to energy consumption, G8 Education sources grid energy (electricity and gas) to meet most of its energy consumption requirements. Additionally, some sites have bottled LPG to meet their energy consumption requirements, and some sites have solar panels installed to reduce reliance on the grid. G8 Education is currently conducting a comprehensive audit of our energy consumption and intends to report on energy usage and scope 2 emissions across all sources in the 2022 ESG report.

ENVIRONMENTAL STEWARDSHIP

G8 Education integrates environmental stewardship concepts directly into our curriculum, providing our children with educational opportunities around the importance of being responsible and sustainable citizens for the future.

REPORTING AND DISCLOSURE

G8 Education is improving its ability to report and disclose on emissions and is committed to reporting on Scope 1 and Scope 2 emissions in 2022 and to providing broader disclosures with respect to Scope 3. This includes reporting on direct emissions from owned or controlled sources (Scope 1 emissions), indirect emissions from the generation of purchased electricity, steam, heating and cooling consumed by G8 Education (Scope 2 emissions) and all other indirect emissions that occur in our value chain (Scope 3 emissions).

In 2022 G8 Education intends to establish a sustainability working group to report to the Audit and Risk Management Committee on the progress the Company is making against its sustainability targets, including opportunities that have been identified and pursued to reduce waste production and energy consumption.

2021 PERFORMANCE

HOW PERFORMANCE IS MEASURED

Number of centres 'Meeting or Exceeding' NQS Element QA3 including 3.2.3 (the service cares for the environment and supports children to become environmentally responsible)

PERFORMANCE IN FY21

Of the 65 Centres that went through the regulator's Assessment and Ratings Process in 2021, 100% achieved 'Meeting' or 'Exceeding' in QA3

Scope 1 emissions	2019	2020	2021*
	490,094 kg CO ₂	358,559 kg CO ₂	351,762 kg CO ₂
Scope 1 emissions intensity	2019	2020	2021
	223 gm CO ₂ /km	221 gm CO ₂ /km	217 gm CO ₂ /km
Energy usage in joules	61,092,132 MJ*		
	*This does not include any bottled LPG that any of centres may currently use or consumption met by on-site solar generation		
Scope 2 emissions	12,026,123 kg CO ₂ -e*		
	*This does not include any bottled LPG that any of centres may currently use or consumption met by on-site solar generation		

PILLAR – OUR ENVIRONMENT *Continued*

CASE STUDY

Sustainability practices at our centres



Each year G8 Education formally recognises excellence across our team through the Standout Educator Awards. The Standout Educator Awards are nominated by peers, leaders and families with over 10,500 nominations in total in 2021. Our Area Managers and Regional Managers shortlisted the nominations and our Early Learning and Education team selected our final six regional winners. Our National Standout Educator winner for sustainability was announced from the six regional winners in February 2022.

Nominees for the Sustainability Category of the Standout Educator Awards were evaluated against the following four principles:

- demonstrating a deep commitment to sustainable and environmentally responsible activities, practices, and learning
- applying sustainability principles in early childhood education, including through real-life learning, inquiry-based learning and/or values learning
- demonstrating reciprocal and genuine involvement with community stakeholders to develop and achieve shared sustainability goals
- demonstrating a strong commitment to transformative sustainability teaching and learning.

Cassandra Jewson, Pelican Childcare Mount Martha

Our National Standout Educator winner for sustainability in 2021 was Cassandra Jewson at Pelican Childcare Mount Martha. She became the centre's Sustainability Ambassador in 2020. Prior to Cassie starting this role, the centre's sustainability practices were generally limited to tending vegetable gardens, as the team's general knowledge of sustainability practices was limited.

Cassie has a passion for Sustainability and made it her mission to educate all those around her. Cassie created a Sustainability Management Plan, which included goals to support children's learning throughout the year, and a Sustainability Newsletter, providing families with an overview of the sustainable practices implemented throughout the centre and the different ways each room embeds sustainability into their practice.

Cassie provides the team with suggestions and guidance on how to embed more sustainable practices at the centre. She encourages asking of questions and seeks feedback often on how she can support the team in making the centre more sustainable.

An example of Cassie's initiatives include setting up collection points for both plastic bottle caps (to create a picture/mural to display within the centre) and bread tags for "Bread tags for Wheelchairs™". Many of the families have become involved in collecting these plastic resources from their own homes and wider communities such as workplaces or cafes.

Consistent with G8 Education's overall approach to pedagogy, the children are engaged in real-life, inquiry-based and values learning through ongoing activities and daily practises to integrate sustainability into the centre.



