

# Environmental Sustainability Policy

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We encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Sustainability is often thought about in terms of environmental sustainability—reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats.

## National Quality Standards (NQS)

Quality Area 3: Physical Environment	
3.1	The design and location of the premises is appropriate for the operation of a Service
3.2	The environment is inclusive, promote competence, independent exploration and learning through play
3.3	The Service takes an active role in caring for its environment and contributes to a sustainable future

## PURPOSE

We aim to ensure the environment is safe, clean and sustainable. We believe in educating children about the environment which is promoted through daily practices, resource and interactions. Sustainable practice will be encouraged within the service assisting children and families to become advocates for a sustainable future.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

We believe environmentally sustainable practices should be embedded into the operations of the Service. This involves educators, children and families working together to protect our environment to ensure a sustainable future for our children through continuous improvement we strive to improve every day.

### Management will:

- Network with the local community/school/city council to keep up to date with current practices and ideas for sustainability.
- Encourage educators, families and children to engage in innovative practices and appreciate the natural environment
- Where relevant, review policies and procedures within the Service to find more sustainable outcomes. (Whilst on school site, make use of school facilities)
- Where possible, electronic communication for newsletters, billing and etc. will be used to reduce paper use within the office and OSCA room.
- Source resources and materials from reverse garbage or second hand stores to use within the Service

- Ensure sustainable practices are incorporated into the daily routine. This will include:

Sustainable Practice	Ideas
Recycling	- Recycle paper and rubbish
Gardening	- Plant vegetables, herbs and fruits - Worm Farm if school gives consent - Give food scraps to worms or the animals
Energy Conservation	- Turn off lights and switches when not in use
Water Conservation	- Using half flush on the toilet - Turn off the water when not in use - Shorter showers - Turn off tap when brushing teeth
Natural Resources & Equipment	- Caring for pets / lease with SPCA run programs to engage - Reusing natural materials – trees, blocks, boxes etc.

#### Educators will:

- Incorporate recycling as part of everyday practice at the Service. Recycling containers will be provided throughout meal times and experiences.
- Role model sustainable practices.
- Discuss sustainable practices with the children and families & local community as part of the curriculum.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This will be followed through our communication strategies, including parent meetings, emails, newsletters and conversations.
- Teaching children about the advantages of having a worm farm at home if we cannot have on school site:
  - When a household greens are broken down in your worm farm no greenhouse gasses are released into the atmosphere. This means that if you have a worm farm you are helping to stop global warming.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- Use the concept of “reduce, re-use and recycle” which will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.

- Programming ideas demonstrating awareness of the impact on the environment and ways to involve children and let them experience how a recycle plant and landfill operations operate by planning excursions for vacation care period

**Source**

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standards
- NSW Department of Environment and Heritage – [www.environment.nsw.gov.au](http://www.environment.nsw.gov.au)
- Department of Sustainability, Environment, Water, Population and Communities – [www.environment.gov.au](http://www.environment.gov.au)
- Early Childhood Environmental Education Network [www.eceen.org.au](http://www.eceen.org.au)
- Australian Association for Environmental Education (AAEE) [www.aaee.org.au](http://www.aaee.org.au) NSW:
- Early Childhood Environmental Education Network (ECEEN) [www.eceen.org.au](http://www.eceen.org.au)
- Queensland Early Childhood Sustainability Network (QECSN) [www.qecsn.org.au](http://www.qecsn.org.au)
- Environmental Education in Early Childhood (EEEC) [www.eeec.org.au](http://www.eeec.org.au)
- The Point Preschool: [www.thepointpreschool.com.au](http://www.thepointpreschool.com.au)

**Review**

Policy Review Date
November 2019