



# Murray Bridge Preschool Kindergarten

## Sustainability Statement

This is not a Policy. It is a statement of our intent and commitment to continually improving our daily practices to become more sustainable and environmentally responsible.

At our Centre we aim to continually improve the level of sustainability in our practices, routines and educational program so that educators, children and families develop understanding and respect for the environment and its finite resources.

### Strategies and practices at our Centre include

- Providing a physical environment that includes natural features such as plants, trees, edible gardens, sand, rocks, mud and water, and to allow children unhurried time in that environment.
- Embedding sustainability in the Centre's everyday routines and practices. These include:
  - Recycling, and use of recycled resources
  - Improving energy efficiency
  - Water conservation
  - Improving awareness of purchasing natural and sustainably produced resources
  - Worm farm/ Chickens
  - Gardening / Composting
- Reuse and recycle containers are set up throughout the Centre. Educator's role model using the containers and discuss the reasons for them with the children. They encourage the children use these recycled materials and to bring reusable items from home.
- Water conservation is embedded in the Centre's practices
  - only the amount of water required to undertake programmed water play is used
  - water used in water play is emptied onto gardens
  - water play is discontinued during water restrictions, and the reasons explained to the children
  - educators encourage children to turn taps off to avoid wastage
- The Centre has a worm farm and chickens. Containers are placed on the tables at mealtimes for uneaten food. Any of these scraps suitable for the worm farm or chickens are placed in a separate

container for the worms. Educators discuss with the children the foods that worms can or cannot eat. The children are involved in maintaining the worm farm and the chickens, and in using the worm casts in the garden.

- Educators intentionally teach children about caring for the environment (e.g. energy efficiency, water saving), and involve them in planned experiences that develop life skills such as growing and preparing food, waste reduction and recycling.
- Educators remain alert to teachable moments (e.g. birds, insects, rainbows, sun showers, cloud patterns) to share the awe and wonder of the natural world with children.
- The Centre embraces green cleaning. Wherever possible, and without compromising health and safety, the Centre replaces chemical cleaning agents with eco-friendly cleaning products.
- The Centre looks for opportunities to reduce the amount of paper printing and photocopying necessary, including using digital portfolios for the bulk of children's photos and learning plans.

**We continue to work towards introducing and improving the following practices**

- Improving energy conservation
  - air conditioning, lights and other electrical equipment are turned off when a room is not in use
  - computers, printers, photocopiers, kitchen appliances are turned off at the end of the day.
- When purchasing equipment and supplies, choosing items that are as eco-friendly as practicable. Preferred items are:
  - made from natural materials and fibres (e.g. wood, cotton, cardboard, metals)
  - locally or Australian made
  - made from renewable, reused, or recycled materials
  - repairable
  - durable, and able to be washed or wiped clean.
- Regularly sharing information and ideas about sustainable practices with families via notice boards, newsletters, information nights, educator-parent meetings, website and face-to-face conversations to ensure a consistent message between the home and Centre. Also actively seeking ideas and resources on sustainability from families.
- Including environmental issues as a regular item on the team meeting agenda, and resources from recognised authorities being introduced and discussed eg. NRM news, Green steps modules.