



Sustainability Policy

Background:

Our world is not as it once was and we have a responsibility to help restore it, to allow the Earth to be a safe place for current and future generations. If we can assist by using sustainable practices in our daily routines, as well as developing a love of nature in ourselves and our children, we will go a long way towards achieving this outcome.

Policy Aim:

To promote sustainable practices within all members of our preschool community ie children, parents, Governing Council, cleaners & gardeners

Link to the National Quality Standard:

Quality Area 3, Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.

Link to National Regulations:

Regulation 113 outdoor spaces... allow children to explore and experience the natural environment

Link to the Early Years Learning Framework:

Outcome 2, Key component 4: Children become socially responsible and show respect for the environment

Practice 5: Learning environments "foster hope, wonder and knowledge about the natural world"

Through these practices our goals are that

- Educators and children at Trott Park Kindergarten work together to learn about and promote the sustainable use of resources and develop and implement sustainable practices
- All kindergarten community members take an active role in caring for our environment and contribute to a sustainable future whereby sustainable practices are embedded in our service operations
- Children are supported to become environmentally responsible, learn to show respect for the environment and are given opportunities to wonder about and discover their natural world

As Educators we will provide learning opportunities that

- Foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.
- provide spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling
- Engage with the local community, eg community garden group, council officers

PROCEDURES USED TO ACHIEVE THESE GOALS

Whilst recognising the interconnectedness of sustainable practices, we will embed the following procedures in our daily routines:

Reducing Waste Procedures

1. Purchasing and packaging

The kindergarten purchases a significant amount of material each year including educational resources and art materials

When making purchasing decisions the following will be considered

- Need for the item - consider the rationale for having the item, how it can be sourced, can it be borrowed
- Recycled content of item and its potential for recycling or end use disposability
- Bulk buying of items to minimise cost & packaging
- In catalogues look for "greener options" symbol
- Sharing of resources with other centres
- Community involvement - families are encouraged to, where possible donate resources eg boxes for construction,
- Consider purchasing recycled paper eg newsprint

2. Recycling

- explicit teaching for children occurs on a regular basis of the use of the recycle paper bins
- A range of recycled materials and resources are collected & used on a daily basis eg boxes for construction; pipes or plastic bowls in the sandpit; telephones or keyboards for dramatic play

3. Organics

- Green bins are used to collect green waste
- Vegetable garden has been established to promote food production, importance of composting ??

4. Waste minimisation

- Families have access to newsletters and other communications via electronic media eg email.

5. Conservation of energy

- Water conservation through installation of rain water tanks, timer taps in bathroom areas, promotion of half / full flush in the toilets, limit the supply of water in sandpit play, activities that promote recycling water, water plants in the cooler part of the day to maximise absorption
- Energy efficiency - Turning off lights, fans & heaters when not in use. All electrical appliances should be turned off at power point when not being used.

6. Intentional teaching

- Topics may include the importance of life cycles (wanderer butterflies) worms, mini beasts & frogs in our environment.

7. Ongoing reflective practice

- As new research or practices become known, look into feasibility of transitioning into centre routines, eg paper towel recycling into organics bin.

This Policy has been developed by diploma student educator Lizzie, and kindergarten staff

References:

Australian Children's Education and Care Quality Authority, 2018. *Quality Area 3 - Physical Environment*, <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment>

Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments 2009, *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*, Commonwealth of Australia, Canberra.

New South Wales Government, NSW legislation 2018. *Education and Care Services National Regulations*.
<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/full>

Signed_____ (Governing Council Chairperson)

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