

# **Sustainability procedure**

## **Statement of Intent:**

Educators, children, and families of the Preschool work together to learn about and promote the sustainable use of resources and to develop and implement sustainable practices.

Through this policy our goals are to:

- take an active role in caring for our environment and contribute to a sustainable future whereby sustainable practices are embedded in our service operations;
- support children to become environmentally responsible and show respect for the environment; and
- promote sustainable practices within the Preschool community ie children, parents, educators, Governing Council and maintenance staff.

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; and
- provide spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling.

## **PROCEDURES USED TO ACHIEVE THESE GOALS**

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

### **Reducing Waste Procedures**

#### **1. Purchasing and packaging**

The Preschool purchases a significant amount of material each year including educational resources, materials and equipment.

When making purchasing decisions the following will be considered:

- Need for the item. Can it be hired or borrowed rather than purchased
- Recycled content of item and its potential for recycling or end use / disposability
- Bulk buying of items to minimise cost & packaging
- Sharing of resources with other educational centres
- Community involvement - families are encouraged to, where possible, donate reusable resources eg boxes/items for construction, pots for seedlings etc.
- Consider purchasing recycled paper eg newsprint, recycled photocopier paper.

#### **2. Litter**

- Families encouraged to adopt the 'Nude Food' theme with using reusable containers for food and fruit/snacks.
- Foil ball to encourage foil rather than a plastic wrap for food. Foil recycled at the end of each term.
- Smaller red bins (waste) than yellow bins (recyclables) to encourage less waste

### **3. Recycling**

- Rubbish bins are coded green, yellow and red, to match the council bins and make it easier for children and adults to successfully manage recyclable materials
- Explicit teaching for children occurs, on a regular basis, to manage the bins eg beginning of each term and as required
- A range of recycled materials and resources are collected & used on a daily basis eg boxes for box construction; pipes and plastic bowls for use in the sandpit; telephones for dramatic play: clothing for dress ups
- Donation bin for recycled clothing and items.
- Toners & printer cartridges to be recycled

### **4. Organics**

- Compost bins and worm farm used to collect food scraps.
- Green bins are used to collect food scraps and paper towels.
- Food scraps can be sent home to families with chickens
- Vegetable garden promotes food production, importance of composting
- Ongoing learning may include the importance of life cycles (wanderer butterflies, worms, frogs) in our environment

### **5. Waste minimisation**

- Lunch waste audits to highlight the need for waste minimisation for families.

### **6. Conservation of energy/resources**

- Water conservation through the installation of a rainwater tank, timer taps in bathroom areas, promotion of half / full flush in the toilets, limited supply of water in sandpit play, activities that promote recycling water, watering plants in the cooler part of the day to maximize absorption, planting drought-tolerant plants to reduce water use.
- Energy efficiency - Turning off lights, fans & heaters when not in use.
- Solar panels installed on the roof. Reduced use of energy from the grid with additional cost savings.

**Continuing to reflect on our practices and implement improvements.**