

Environmental Responsibility & Sustainability Policy

Policy Statement & Commitments

Brunswick East Primary School Outside School Hours Care Service (BEPS OSHC Service) is committed to environmental protection and care, and contributing to a sustainable future. Sustainable practices are embedded in BEPS OSHC Services operations, supporting children and families to become environmentally and socially responsible and show respect for the environment. BEPS OSHC Service wishes to reduce its ecological footprint and to educate children on making environmentally friendly choices for life.

BEPS recognises the importance of contributing to a sustainable school for the benefit of the planet's environmental health. We aim to manage resources efficiently and integrate sustainable practices by educating and motivating the whole school community to live more sustainably.

BEPS OSHC Service is committed to sustainable practices within its community in order to reduce its environmental impact.

The Frameworks for School Age Care in Australia guides curriculum decision-making practices at BEPS OSHC Service to support children to connect with and contribute to their world, with growing appreciation and care for both natural and constructed environments.

BEPS OSHC Service is committed to:

- ensuring that the service takes an active role in caring for its environment, and contribute to a sustainable future (NQS 3.3)
- supporting children to become socially responsible and show respect for the environment (Outcome 2 EYLF)
- promoting the role of educators who encourage children as active participants for sustainability, influencing the quality of life now, and for future generations (Practice Principle 4 VEYLDf)

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Definitions

Biodiversity – The health of ecosystems.

Conservation – The protection and management of biodiversity.

Energy efficiency – Efforts to reduce the amount of energy required to provide products and services.

Energy ratings – The measurement of the energy efficiency of a product or service.

Sustainable practices – The long-term maintenance of responsibility, which has a positive environmental, economic, and social impact.

Recycling, Waste Disposal & Food Scraps

The following measures are in place to ensure that waste is disposed of in an environmentally sustainable way:

- Children’s rooms, bathrooms, and staffing areas including office, kitchen and other general areas not accessible to children will have appropriately sealed rubbish bins.
- Recyclable products will be disposed of correctly – this includes all milk cartons, glass, aluminium and steel cans, paper and cardboard.
- Recycle bins are placed in all rooms that the BEPS OSHC Service utilises during service operation.
- Hard waste and non-recyclable materials will be disposed of in the general waste bins.
- General waste bins are placed in all children’s rooms and all staffing areas.
- Organic waste will be re-used as compost/ mulch where practicable.
- Recycled, recyclable paper is used for photocopying, and double-sided copying and printing should be made where appropriate.
- Children are encouraged to scrape bowls and plates into a compost bucket after meals and snacks.
- Children's artwork is sent home regularly. BEPS OSHC Service is responsible for any unnamed works, and where possible, these are recycled.
- BEPS OSHC Service will promote a Waste Wise ethic of ‘Reduce, Reuse and Recycle’ within the whole school community.
- The Service will provide and maintain a healthy and aesthetically pleasing learning environment through the reduction of waste and litter.
- The Service should endeavor to reduce the cost of waste and litter management.
- The Service can educate children on the importance of reducing waste by running initiatives such as ‘nude food’, ‘reduce & re-cycle’ (food without packaging).

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- Children are encouraged to dispose of waste and recycled products daily in the appropriate manner.
- Children can engage in play and learning experiences relating to waste, re-cycling, sustainability.
- Monitors can collect food waste daily and transfer it to the compost bin.
- Staff can promote the re-use and reduction principles of paper in all areas used by BEPS OSHC Service.
- The school community is included in the process of developing a Waste Wise program.

Energy Efficiency

To control energy consumption, the following measures are encouraged so that we reduce our impact on the natural environment:

- Amenities such as lighting and heating are switched off when not in use. Promote a ‘switch off and save’ policy for technological equipment, lighting and heating/cooling.
- The School has a large solar energy system in place to harness the suns energy and feedback into the school, reducing its energy use off the grid.
- Children are encouraged to turn off equipment and lights when not in use.
- The BEPS OSHC Service chooses the most appropriate energy saving methods available, including considering energy ratings on a range of equipment, appliances and lighting products including refrigerators, televisions, and compact fluorescent lamps.
- Children are to engage in play and learning experiences relating to energy.
- Children will investigate the best ways to conserve energy.
- The Service will use resources and equipment as efficiently as possible
- Educators will include children in the process of developing and maintaining an energy efficient program.
- The Service will purchase energy efficient equipment where possible.

Water

The following measures are maintained to promote water as a precious natural resource:

- A water tank is used for watering the plants and for water play.
- The School has 3 large water tanks used for harvesting rainwater as much as possible and reused to water gardens and grounds.
- Children and staff are involved in the planning of water conservation.

Approved	<i>July 2017</i>	Review date:	<i>July 2018</i>
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- Children are educated on the importance of turning off the taps when not in use.
- Trees are planted that are conducive to the children’s learning environment, and which requiring minimal watering.
- Turning off taps is promoted using signage.
- Children engage in play and learning experiences that conserve water.
- Children are assigned to monitor water usage and report wastage.
- Resources and equipment are used as efficiently as possible.
- Children and educators are involved in the planning of water conservation initiatives.

Biodiversity

To promote the protection and conservation of biodiversity, the following measures are established:

- Children’s play areas are environmentally friendly and recycled materials are used where possible.
- Natural materials that reduce the impact on the environment are preferred.
- The outdoor natural environment is maintained and developed by planting trees that are conducive to our environment encouraging local wildlife like bees and birds.
- Working bees are held by the school periodically in order to encourage community involvement in maintaining our outdoor environments.
- Children are encouraged to engage in play and learning experiences relating to biodiversity.
- An Environment committee made up of parent volunteers manages the gardens and grounds and are involved in planting and maintaining gardens in line with the native flora and fauna to the area.
- Educators consult with the Environment committee when maintaining the OSHC garden beds and ways to improve the garden (e.g where to plant, what to plant).
- Children and educators are engaged in the maintenance of the OSHC garden beds.
- Educators and children grow and harvest a range of vegetables and herbs to be used in cooking.
- A garden educator is engaged by the school to support sustainable practices through the kitchen garden.
- A garden plan is devised and used for the future development of the School grounds.
- The Service’s garden area is utilised to its full extent.
- BEPS OSHC Service will have ownership in the upkeep the OSHC garden beds.

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Transport aims:

- to increase the proportion of children travelling to and from school via public transport, walking, scooting and cycling
- to encourage sustainable forms of transport to and from BEPS OSHC Service through regular audits and community events such as ride or walk to school day.
- to encourage the children to conduct regular audits and be involved in planning events to promote sustainable transport.

This policy should be read in conjunction with:

Philosophy

Sources & Legislative References

Brunswick East Primary School *Sustainability Policy*

Department of Education and Early Childhood Development (DEECD) and Victorian Curriculum Assessment Authority (VCAA) 2009, *Victorian Early Years Learning and Development Framework for all Children from Birth to Eight Years*, State of Victoria, Melbourne, p. 11.

Department of Education Employment and Workplace Relations (DEEWR) 2009, *Belonging, Being & Becoming: The Early Years Learning Framework for Australia*, Commonwealth of Australia, ACT, p. 29.

Australian Children’s Education and Care Quality Authority (ACECQA) 2012 *National Quality Framework Resource kit; Guide to the National Quality Standard*, Commonwealth of Australia, ACT, Standard 3.3.

Elliot, E 2008, *The Outdoor Playspace Naturally for Children Birth to Five Years*, Pademelon Press, Victoria.

Energy Rating website: A joint initiative of Australian, State and Territory and New Zealand Governments
www.energyrating.gov.au

<i>National Quality Standard – Standard 3.3</i>
<i>Framework for School Age Care in Australia – Outcome 1</i>
<i>Victorian Early Years Learning and Development Framework – Practice principle 4</i>

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