

P3-01: Environmental Sustainability Policy

QDPA encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resource' support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

RELATED POLICIES

Animal and Pet Policy	Educational Program Policy
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PURPOSE

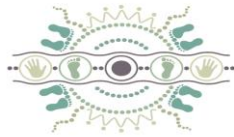
We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the preschool and community, assisting children and families to become advocates for a sustainable future.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service

IMPLEMENTATION

Teaching and learning about being environmentally responsible starts with everyday practice. We believe



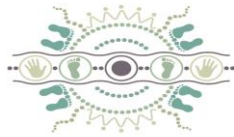
being environmentally responsible should be embedded into the operations of the preschool, rather than being a tokenistic 'theme' that is investigated every now and then. QDPA is committed to protecting our environment to ensure a sustainable future for our children. This involves educators, children and families working together to protect our environment as we educate children about the importance of 'creating, promoting and maintaining sustainable communities.' (EYLF, V2.0)

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure the principles of the approved framework- *Early Years Learning Framework (EYLF) V2.0, 2022*, underpin our educational program within the preschool including the new principle of *Sustainability*
- network with the local community to keep up to date with current practices and ideas for being environmentally responsible.
- engage Aboriginal and Torres Strait Islander elders, where possible, to explore and share their own history, culture and rich sustainable practices
- encourage educators, families and children to engage in sustainable practices and appreciate the natural environment, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters
- provide professional development opportunities for educators to learn about integrating environmentally sustainable education into all areas of their program and engage in shared critical reflection
- reflect on environmental, economic and social impacts on the world in all aspects of QDPA's operations and include in the review of the Quality Improvement Plan (QIP)
- where relevant, review policies and procedures within QDPA with educators, children and families, to achieve more sustainable outcomes and practices
- use electronic communication where possible to reduce paper use within the office and in each room for newsletters, billing, and other communication needs
- conduct environmentally responsible audits to ensure consistency and continuous improvement
- source resources and materials from second-hand/thrift stores to use within the preschool
- ensure sustainable practices are incorporated into the daily routine

EDUCATORS WILL:

- encourage children to take an active role in caring for the environment and think of ways they can contribute to a sustainable future
- support children's understanding of their rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences (ACECQA, 2022)



- support children's commitment to social justice through curriculum decision making
- role model environmental sustainability practices during play
- discuss environmentally responsible practices with the children and families as part of the curriculum
- provide information to families on environmental responsible practices that are implemented at the preschool and encourage the application of these practices in the home environment
- support children to become *active citizens* in their communities- displaying values of respect, inclusion and helping others, as well as appreciating diversity in all forms (EYLF. V2.0)
- share ideas between educators, children, and families about environmentally responsible ideas, implementation, and resources. This will be supported through our communication strategies, including parent meetings, emails, newsletters, and informal conversations
- role model energy and water conservation practices:
- seek to purchase equipment that is environmentally and ethically friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase
- use the sustainability concepts of '*reduce, re-use, recycle, respect, repair, reflect and refuse*', which will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable and ethically responsible practices
- use 'green cleaning' products to replace chemicals where possible.

SUSTAINABLE PRACTICES MAY INCLUDE:

SUSTAINABLE PRACTICE	IDEAS
RECYCLING	<ul style="list-style-type: none"> • Provide bins and signage for waste and recycled materials • Recycle paper and all other recyclable rubbish • Use recycled water (e.g., for watering gardens)
GARDENING	<ul style="list-style-type: none"> • Plant vegetables, herbs, and fruit trees • Establish a worm farm • Give food scraps to worms or preschool pets, or to a staff member to take home for their pet/s • Provide education to children about activities such as 'garden to plate' activities. • Provide opportunities for children to participate in experiences such as seed sprouting, vegetable gardening, cooking with what is grown, and provide education about weeds
ENERGY CONSERVATION	<ul style="list-style-type: none"> • Install LED lighting where possible • Turn off non-LED lights when not in use • Turn off electrical appliances at the outlet when not in use • Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme



WATER CONSERVATION	<ul style="list-style-type: none"> • Using half flush on the toilet • Turn off the taps and ensure leaking taps are fixed immediately • Collect rainwater and use in the garden and for water/sand play • Use water play water on the garden rather than tipping out at the end of the day
NATURE AND WILDLIFE	<ul style="list-style-type: none"> • Use natural materials – trees, blocks, boxes etc. in arts and crafts and play • Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps • Educate children in how to care for pets, letting them actively participate in caring for the preschool pets. • Plant ‘bird attracting’ plants and install a birdbath • Plant ‘butterfly/bee attracting’ plants • Create a lizard lounge • Collaborate with wildlife educators to assist in educating children
COMMUNICATE	<ul style="list-style-type: none"> • Display the preschool’s sustainability journey in the foyer area for families and visitors to view, provide feedback and offer suggestions • Provide families with hints and tips in newsletters about how they can become sustainable at home • Use scrap paper for art and craft • Use both sides of paper for drawing

CONTINUOUS IMPROVEMENT/REFLECTION

The *Environmentally Responsible Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Association for Environmental Education (AAEE): www.aaee.org.au

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2023). [Information sheet. Belonging, Being & Becoming. Sustainability.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Department of Environment and Energy: www.environment.gov.au
[Education and Care Services National Regulations.](#) (Amended 2023).

Queensland Early Childhood Sustainability Network (QECSN): www.qecsn.org.au

UNESCO. [Sustainable Development Goals- Resources for educators](#)



REVIEW

Version Control	Date	Author	Description of Change
1.0	2011	QDPA	Original document
2.0	2013	QDPA	Scheduled Policy Review and update
3.0	2021	QDPA	<ul style="list-style-type: none"> Document reviewed with change in leadership team in 2021. Version control and description box added to clarify reviewed items/new inclusions Format change to include policy statement, purpose, scope and implementation, addition of footers and page numbering and general layout change
4.0	2022	QDPA	Scheduled review <ul style="list-style-type: none"> No changes required Sources checked for accuracy
5.0	February 2025	QDPA	<ul style="list-style-type: none"> annual policy review additional information added to align to ELYF (V2.0) principle- <i>Sustainability</i> sources checked for currency and additional resources added