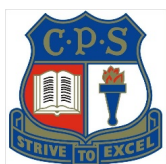


## Environmental responsibility – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p><b>NQS: 2.2, 3.2</b></p> <p><b>Regulations: 103, 113</b></p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">Environmental Education for Schools policy</a></p>	<p><a href="#">United Nations Sustainable Development Goals</a></p> <p><a href="#">Little Green Steps: Supporting Education for Sustainability in the Early Years</a></p> <p><a href="#">Cool.org</a></p>

## Responsibilities

<p><b>School principal</b></p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>the preschool is compliant with legislative standards related to this procedure at all times</li> <li>all staff involved in the preschool are familiar with and implement this procedure</li> <li>all procedures are current and reviewed as part of a continuous cycle of self-assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p><b>Preschool</b></p>	<p>The preschool supervisor supports the principal in their role and is responsible for</p>



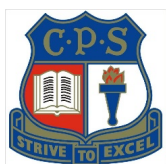
# Casino Public School – Djanangmum Preschool

## Localised Procedure

<p><b>supervisor</b></p>	<p>leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> <li>• analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>• reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<p><b>Preschool teacher(s) and educator(s)</b></p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>• they are actively involved in the review of this procedure, as required, or at least annually</li> <li>• details of this procedure’s review are documented.</li> </ul>

### Procedure

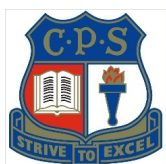
<p>Introduction and philosophy</p>	<p>The preschool teachers, educators, children, and families will endeavour to work towards a more sustainable future through our daily practices, choices, and interactions. The children will be provided with education for sustainability through planned experiences and actions. Staff, children, and families will be encouraged to be advocates for a sustainable future.</p>
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# Casino Public School – Djanangmum Preschool

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	<ul style="list-style-type: none"> <li>• Djanangmum Preschool endeavours to promote and inspire environmental sustainability through an embedded approach. It is not just what we do, it's who we are, our environment is our third teacher. We consider our impact, through thoughtful conversations, explicit instruction, and mindful modelling.</li> <li>• Our ways are interconnected with the stories told by our Galibal community, and respect our land, sky, and river on which we are privileged to reside. We call these by their Bundjalung names, Jargon (land), Balwarr (sky) and Balwarr (river). We understand our historical connections and have developed practices that respect our traditional ways of being, and doing, aligning with Aboriginal and Torres Strait Islander perspectives.</li> <li>• Children are considered capable problem solvers and encouraged to enact positive change through conversations, play and child-lead learning projects. They are empowered to reflect on their own actions, considering the impact, within a nurturing and developmentally appropriate sphere.</li> <li>• Djanangmum Preschool is committed to fairness for future generations enjoying healthy water, soil, air, climate, biodiversity. We work to inspire and empower staff, children, families, and the broader community to engage in sustainable practices through workshops, information and providing a physical environment that exemplifies these practices.</li> <li>• Djanangmum preschool incorporates the three dimensions of sustainability in our philosophy and procedures (environmental, social, and economic). We work to ensure our preschool represents the views, needs and culture of the community, empowering voice and belonging. The preschool is built and resourced for the long term, with considerations for change and growth, ensuring sustainability in consideration to environment, social and economic viability.</li> </ul>
<p><b>Links to the EYLF</b></p>	<p>Sustainable practices are reflected within the program, as part of our ongoing cycle of planning and assessment. This may be through intentional planning, observational notes, evaluative learning stories, reflection, or spontaneous opportunities for learning.</p>



# Casino Public School – Djanangmum Preschool

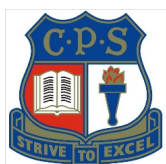
## Localised Procedure

sustainability in all its forms it included, not only within planning, but throughout daily routines and practices. Social, economic, and environmental sustainability are embedded for example through, inclusion, sharing of resources and reducing waste.

- Teachers and educators support children to:
  - advocate and act for positive change
  - think with children about a sustainable future that is healthy, just and vibrant for all
  - explore notions of sustainability so that they learn what they can do to make a difference.
  - to listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs, and celebrations.

This is achieved through explicit instruction, intentional modelling, and guided discussion.

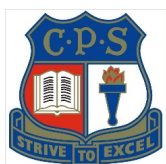
- Children are encouraged to care for the natural world, protecting, preserving, and improving the environment. This often occurs through embedded conversations as children explore their natural environment, finding bugs, lizards, insects, plants, and other living things.
- We passionately work for inclusion and living peacefully, fairly, and respectfully together in resilient local and global communities. We work in partnership with community organisations such as Jumbunna and Bulgarr Ngaruu, supporting families and children. Our jarjums are supported to reach their potential and our families and championed to be advocates for their children's successes and challenges. This is reflected in our philosophy and our embedded practices.
- We acknowledge our changing climate and work in respect to the river as it swells and resides, understanding our place of resilience on this land. We have worked to ensure our economic development, in respect to our environment,



# Casino Public School – Djanangmum Preschool

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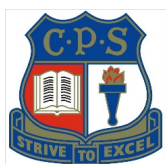
	<p>supporting the longevity of our preschool for time to come. For instance, renovations are built with materials that are enduring, and do not cause negative environmental impact.</p>
<p><b>Nature</b></p>	<p>Children are able to access, explore and experience the natural environment in both indoor and outdoor learning environments.</p> <p>Examples of nature provided in indoor and outdoor play areas include:</p> <ul style="list-style-type: none"> <li>• Additional nature garden</li> <li>• gardening projects</li> <li>• bio-diversity activities</li> <li>• access to creatures and living things including our resident water dragons, and endless bugs</li> <li>• hands on science activities that highlight the natural world</li> <li>• collections of natural items such as shells, twigs, pebbles, and seed pods that children use in their play.</li> <li>• Bush tucker and other edible plants</li> </ul>
<p><b>Water</b></p>	<p>Children are supported to be aware of water as a resource, learn about the properties of water and are shown how it is vital to all life. Describe the preschool's water saving features, for example:</p> <ul style="list-style-type: none"> <li>• half flush toilets, water tanks.</li> <li>• everyday activities that teach children about the importance of water.</li> </ul> <p>Educators model ways to save water. This is achieved for example through:</p> <ul style="list-style-type: none"> <li>• re-using water play water for the garden</li> <li>• using water tanks for gardening and water play</li> </ul>



# Casino Public School – Djanangmum Preschool

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	<ul style="list-style-type: none"> <li>• using brooms for sweeping</li> <li>• mulching the gardens.</li> </ul>
<b>Waste</b>	<p>Educators model responsible ways to dispose of waste. Include any actions such as:</p> <ul style="list-style-type: none"> <li>• reducing, recycling, re-using, and refusing non-bio-degradable products</li> <li>• decisions made as a team, such as agreeing not to laminate non essential items or to buy items of single use plastic.</li> <li>• provide alternatives to landfill such as composting or a worm farm</li> <li>• promote recycling with families</li> <li>• encouraging nude food</li> <li>• providing bins or tubs to separate waste</li> <li>• finding alternatives to plastic packaging or wrapping.</li> </ul>
<b>Energy</b>	<p>Staff model responsible energy use such as turning off lights, efficient use of air conditioners, and turning electrical items off at the end of the day.</p> <p>Children and families are supported to be responsible with energy use, through sharing workshops, initiatives, and information with families</p>
<b>Toxins</b>	<p>Staff limit the use of harsh toxins and chemicals in the environment. Children have no access to any chemicals or toxins.</p> <p>Wherever possible environmentally friendly products are purchased e.g. washing powder.</p>
<b>Resources</b>	<p>Preschool staff are committed to purchasing resources that have less impact on the environment.</p> <p>This may be achieved through checking how and where things are made to ensure ethical purchasing, purchasing fewer plastic items, limiting plastics going into landfill</p>



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	by re-thinking craft items, using natural materials wherever possible, making corn flour paint and food colouring instead of plastic-based acrylics, not using glitter or other micro -plastics, being mindful when laminating documents.
<b>Management and policy</b>	<p>Preschool staff will engage with aspects of environmentally responsible practice by embedding it into everyday practice.</p> <p>This is achieved, for example, through collegial discussion in reflection meetings, addressing environmental responsibility in the preschool philosophy, attending professional learning, reaching out to other services and preschools through networking, describing how the preschool is environmentally responsible in the family handbook.</p>

### Record of procedure's review

<b>Date of review</b>	<b>8/4/24</b>
<b>Who was involved</b>	Emily Roalfe, Jodie Leadley, Belinda Hickling, and Billie Nicholls Families encouraged through story park and sign on table
<b>Key changes made and reason why</b>	Updated from old template to new, key practice updates throughout. e.g. addition of aboriginal perspectives, social and economic considerations
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: Jackie Nilon - 8-4-24 through email</p> <p>Staff: Preschool Educators (Billie Nicholls, Belinda Hickling, Jodie Leadley) 8-4-24 - email</p> <p>Parents:8-4-24 through storypark</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.