



Cheltenham Community Centre Early Learning Childcare

E6. Environmental Sustainability

1. Policy

- 1.1 The *Victorian Early Years Learning and Development Framework - Outcome 2 - Children are connected with and contribute to their world* states that: “Children become aware of the impact of the local environment, both physical and social, on their lives. They learn ways to care for the environment and contribute to a sustainable future.”

Cheltenham Community Centre (CCC) Children’s Services is committed to:

- Working towards preserving the environmental sustainability of the planet by implementing responsible environmental behaviour amongst Educators, staff and children
- Providing a safe and healthy workplace
- Having an environmentally sustainable aware culture and enhancing awareness among our Educators, staff and children
- Being an environmentally responsible neighbour in our community
- Conserving natural resources by reusing and recycling, and
- Taking steps to improve environmental performance (for example, when upgrading facilities).

- 1.2 This policy applies to the Approved Provider, Nominated Supervisor, Early Childhood Educators, staff and parents/guardians who have enrolled or wish to enroll their children at CCC.

- 1.3 In order to assess whether the values and purposes of this policy have been achieved, we will:

- Welcome feedback from everyone affected by this policy regarding its effectiveness
- Monitor the implementations, compliance, complaints and incidents in relation to this policy
- Keep the policy up to date with current legislation, research, policy and best practice
- Revise the policy and procedures as part of the service’s policy review cycle, or as required, and
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

2. Procedure

- 2.1 Educators and all staff will be made aware of their responsibilities under this policy; and parents/guardians made aware of (and given access to) this policy.
- 2.2 Educators will keep up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

- 2.3 Educators and staff will collaborate with parents/guardians, children and others in identifying environmental sustainability strategies for implementation.
- 2.4 Educators and staff should provide families with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources; and welcome input from families for novel environmentally sustainable practices.
- 2.5 Staff will assist with litter reduction, water, paper, and energy conservation through habitual practices.
- 2.6 Educators will incorporate environmental education and practices into our children's programs, in accordance with Early Years Learning Framework (EYLF) Belonging, Being & Becoming.
- 2.7 Wherever possible, Educators will use recycled products in art and craft activities. Educators must however be mindful of which containers cannot be reused, for example egg cartons and boxes/packets that have contained nuts. This is due to children attending the service who have allergic and anaphylactic reactions to such substances.
- 2.8 Staff will support this policy when organising excursions and centre events.
- 2.9 Staff will seek and apply for grants, where appropriate, to support the implementation of strategies within this policy.
- 2.10 CCC will use reasonable endeavors ~~to~~, where feasible, to:
 - reuse and recycle materials, purchase recycled materials, and use recyclable packaging
 - understand waste streams available and how to use these waste streams to minimise our impact (i.e. organic waste separated and /or used for composting, garden maintenance, etc.)
 - ensure that ~~its~~our services and products are safe, efficient in their use of energy and protective of the environment
 - minimise materials and energy use, prevent pollution, and dispose of waste safely and responsibly
 - Work with SCCC to understand energy use across the centre, ways to minimise it, and ways to reduce the impact of the energy used (e.g. Green Power, energy efficiency grants, etc.)
 - when making purchases, consider environmentally friendly options, such as equipment with higher energy efficiency performance
 - ensure water conservation by using water efficient fixtures, turning off the water when not in use, and encouraging water efficiency for toilets (half flush, etc.)
 - improve energy efficiency and give preference to renewable energy sources, and
 - maintain an open and honest dialogue with staff, volunteers, stakeholders and the public about the environmental, health and safety performance of ~~our~~ operations and services.

3. Legislation and regulations

- 3.1 Relevant legislation and standards include but are not limited to:
 - *Education and Care Services National Law Act 2010*
 - *Education and Care Services National Regulations 2011*
 - *Environment Protection and Biodiversity Conservation Act 1999*
 - *Environment Protection and Biodiversity Regulations 2000*
 - *Environment Protection Act 1970*
 - *National Quality Standard, Quality Area 3: Physical Environment*

- *Standard 3.3: The service takes an active role in caring for its environment and contributes to a sustainable future*
- *Element 3.3.1: Sustainable practices are embedded in service operations*
- *Element 3.3.2: Children are supported to become environmentally responsible and show respect for the environment*

3.2 The most current amendments to listed legislation can be found at:

- [Victorian Legislation – Victorian Law Today:](#)
- [Commonwealth Legislation - Federal Register of Legislation](#)

4. Definitions

4.1 **Early Years Learning Framework (EYLF) Belonging, Being & Becoming:** This refers to how a child, from even before birth, is linked to family, community, culture and place. Through these relationships a child's development and learning takes place as they begin to explore, develop interests, create their own identity and make meaning to the world around them.

4.2 **Environmental Education in Early Childhood (EEEC):** is a non-profit organisation, established in 1992, that provides support, resources, and professional development in relation to Education for Sustainability in the Early Years.

4.3 **Environmental sustainability:** The responsible use and management of the planet's resources to ensure that they remain available and uncompromised for future generations to use and enjoy.

4.4 **Habitual practices:** Regularly or repeatedly doing or practicing something or acting in some manner: having the nature of a habit.

5. Sources and related policies

5.1 Sources

Early Years Learning Framework - Belonging, Being & Becoming
[EYLF-2022-V2.0.pdf](#)

Environmental Education in Early Childhood (EEEC).

<https://www.eeec.org.au/>

Environment Protection Authority (EPA) Victoria

[Home | Environment Protection Authority Victoria](#)

Sustainability Victoria - Get to know your recycling.

<https://assets.sustainability.vic.gov.au/susvic/Report-Recycling-knowledge-attitudes-and-behaviours-of-Victorians-2021.pdf>

Victorian Early Years Learning and Development Framework - Outcome 2.

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

5.2 Services policies

- Fees
- Sun smart
- Enrolment and Orientation
- Interactions with children
- Incident, Injury, Trauma and Illness
- Child Safe Environment
- Excursions and Incursions

- Parent complaint Procedure
- Water safety
- Governance and Management
- Sun Smart
- Inclusion and Equity
- Workplace Health and Safety
- Staffing

Revision History

Date	Revision	Revised by
14/09/2020	Created	Leanne Lee-Ack
16/09/2020	Reviewed for consistency with CCC Policy & Procedure Manual	Catriona O'Neill
26/8/2023	Reviewed – updates from CCC Policy & Procedure Manual	Jack Noonan
04/11/2024	Reviewed and updated	Leanne Lee-Ack
29/08/2025	Reviewed and updated	Leanne Lee-Ack