



Sustainability and Responsibility Policy and Strategy

Policy Number: 33
Date Updated: 30/4/26

Rationale and Policy Considerations

Young children are in a time of rapid brain development and their experiences should have a positive impact on the way they think and develop. It is important that children are taught to appreciate the issues surrounding sustainability. Reference should be made regularly to everyday items in the room and how the wastage of resources has an effect on the environment.

Sustainability means that we seek to improve our social, economic and environmental performance without harming the ability of future generations to enjoy the same social, economic and environmental conditions that we do today.

Scope:

This policy applies to all employees of Lifestreamers Early Learning and the children and families who use the service.

Most relevant policies and procedures

- Educational programs
- Community involvement
- Partnership and communication with families

Policy Statement:

Lifestreamers Early Learning is committed to being a responsible member of the community in which it belongs and also of the global community. This policy, and the included **Environmental Strategy**, seek to establish clear guidelines for the educators, children and families to follow in order to promote an environmentally responsive culture.

With this in mind, every person involved with LEL has a role to play.

The Nominated Supervisor and Person in Day to Day Charge is responsible for:

- collaborating with the Approved Provider, educators, families, children and others at the service to identify environmental sustainability strategies for implementation at the service
- allocating the necessary resources to implement the identified environmental sustainability strategies at the service
- ensuring all educators are aware of their responsibilities under this Environmental Strategy
- implementing identified strategies for which they have responsibility at the service
- ensuring environmental education and practices are incorporated into the curriculum
- providing families with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources, and by ensuring that they have access to the Environmental Sustainability Policy
- making recommendations to the Approved Provider about green and sustainable options for the service, that reflect the guidelines within this policy
- ensuring parents/guardians are aware of, and have access to, the Environmental Sustainability and Responsibility Policy and Environmental Strategy

Educators are responsible for:

- collaborating with the Approved Provider, Nominated Supervisor, fellow educators, families, children and others at the service to identify environmental sustainability strategies for implementation at the service
- implementing identified strategies for which they have responsibility at the service
- engaging in activities that support the service to become more environmentally sustainable (e.g. recycling)
- incorporating environmental education and sustainable practices within the curriculum
- planning opportunities for children to connect with nature and the natural world at the service, including on excursions and at other service events
- incorporating celebrations of environmental awareness into the program e.g. National Tree Day, National Recycling Week, Clean Up Australia Day and Earth Day
- keeping up-to-date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

Families are responsible for:

- collaborating with the Approved Provider, Nominated Supervisor, educators, children and others at the service to identify environmental sustainability strategies for implementation at the service
- following the strategies identified and outlined in this Environmental Strategy
- encouraging their children to adopt environmentally sustainable practices at both the service and at home.

Children are responsible for:

- engaging in the experiences and learning provided by the educators
- being active contributors
- collaborating their ideas with each other, the educators and families

Policy Principles:

- We will endeavor to reduce our carbon footprint and commit to continuous improvement of our sustainability performance by incorporating the principles of the green office program – Reduce, Re-use, Recycle and Turn it off.
 - Reduce – the amount of waste we produce
 - Re-use – using resources for multiple purposes
 - Recycle – reducing landfill waste by separating items that can be used again
 - Turn it off – reducing wastage of electricity and water
- The children’s learning program will reflect our commitment to providing opportunities for children to develop skills and knowledge in sustainability and to foster an appreciation of our environment and the responsibility we have to protect it.
- All programming and documentation of children’s learning and experiences will be stored digitally and families will have access to their children’s files on demand.
- Educators will be given opportunity for training and discussion on environmental practices
- The policy and Environmental Strategy will be reviewed each year to remain current and to ensure targets are being met.
- Families will be asked for feedback on the effectiveness of the Environmental Strategy
- Educators, families and management will all play a role in the implementation of the Environmental Strategy

Related Legislation and Documents

- **Education and Care Services National Law (WA) Act 2012.**

- Education and Care Services National Regulations 2012.
- The National Quality Standard for Early Childhood Education and Care and School Age Care
- The Early Years Learning Framework
- Environmental Protection Act (WA)1986
- Environmental Protection and Biodiversity Conservation Act (1999)

Lifestreamers Early Learning Environmental Strategy

Goal: To continuously improve our sustainability performance and conduct our business in a socially responsible manner through application of the Environmental Strategies

Objectives

- To incorporate sustainability principles into the daily practices of Lifestreamers Early Learning.
- To reduce Lifestreamers Early Learning’s ecological footprint
- To foster in children, an appreciation of the natural world and our place in it; the relationship between plants, animals, people and the land
- To support the development of positive attitudes to sustainable practices and its importance.
- To partner with local and national environmental initiatives
- To support our families to become more socially and environmentally responsible and sustainable.

Objectives	Strategy	Practices (specific)
To incorporate sustainability principles into the daily practices of Lifestreamers Early Learning	Energy conservation	Computers turned off each night Air conditioners/heaters turned off when not needed The use of natural light whenever possible Child appointed each day to monitor lights are turned off
To incorporate sustainability principles into the daily practices of Lifestreamers Early Learning	Reduce the amount of paper used	Communicating with families through email, website and in-person rather than printed notes Only use printed copies when necessary Storing child records digitally and electronically
To incorporate sustainability principles into the daily practices of Lifestreamers Early Learning	Water conservation	A short song to sing while washing hands to limit the time the water is on Teach children about the importance of water conservation. Child appointed each day to monitor taps are turned off

		<p>Use water-saving fixtures in restrooms and kitchens.</p> <p>Tank to collect water for outdoor play</p> <p>Water plants with recycled water – from water play etc.</p>
To reduce Lifestreamers Early Learning's ecological footprint	Reduce the level of resource turnover	<p>Tighten limits on use and abuse of resources so that they don't need to be replaced as often</p> <p>Educate children on the correct use of toys and respect for resources etc. so they last well</p> <p>Damaged items taken to shed to be repaired before being thrown out</p>
To reduce Lifestreamers Early Learning's ecological footprint	Re-use resources for multiple purposes	<p>Children draw on the backs of scrap paper from LCC office</p> <p>Arts and crafts use cardboard and boxes etc. from homes</p>
To reduce Lifestreamers Early Learning's ecological footprint	Reduce the use of chemicals	<p>Find alternate products for cleaning</p> <p>Hot soapy water used for most cleaning</p>
To reduce Lifestreamers Early Learning's ecological footprint	Reduce food wastage	<p>Provide nutritious meals the children enjoy</p> <p>Sit with children while eating to role model and encourage eating</p> <p>Scraps collected for compost and untouched leftovers sent home with an educator</p>
To reduce Lifestreamers Early Learning's ecological footprint	Reduce emissions	<p>One weekly food shop delivered</p> <p>Walking excursions that do not require transportation</p>
To reduce Lifestreamers Early Learning's ecological footprint	Educate on recycling and proper waste disposal	<p>Teach the three coloured bins system</p> <p>Recycling bins in the room for educating children on things to recycle</p> <p>Recycling, and the importance of reducing waste, included in children's programs</p>
To foster in children, an	Curriculum that is varied in the	Incorporate outdoor learning

appreciation of the natural world and our place in it; the relationship between plants, animals, people and the land	experiences it provides Curriculum that provides opportunity for discussion, exploration and experimentation	experiences that emphasise the importance of nature and conservation. Include nature based play in the curriculum each month
To foster in children, an appreciation of the natural world and our place in it; the relationship between plants, animals, people and the land	Curriculum that provides exposure to new ideas	Nature based incursions Books, pictures and activities that address environmental issues
To foster in children, an appreciation of the natural world and our place in it; the relationship between plants, animals, people and the land	Gardening	Create and maintain a culinary garden where children can learn about growing food and biodiversity Native and water-wise plants are donated each year from the local council and planted during National Tree Day
To support the development of positive attitudes to sustainable practices and its importance	Child involved experiences	Earth hour each day Waste free days Daily child monitors of water and electricity
To support the development of positive attitudes to sustainable practices and its importance	Educate on sustainable issues and solutions	Role model sustainable practices Tie in with RAP program – seasons, planting, caring for the land etc. connection to country
To partner with local and national environmental initiatives	Be involved in promoted days	Clean up Australia day National tree day Earth hour
To support our families to become more socially and environmentally responsible and sustainable	Recycling	Recycling station for families – batteries, cartridges, etc. Include families in collection of resources for room experiences e.g. boxes, nature items, specific items for donation or loan
To support our families to become more socially and environmentally responsible and sustainable	Education	Include sustainability posters in family display information schedule and newsletters

Definitions

Ecological Footprint – the demand that Lifestreamers Early Learning places on the earth’s ecosystem, it is a measure that indicates how much resources from the environment are required to support a specific way of life or business.

Green Office Program – a program based on the principles of reduce, reuse, recycle and turn it off.

Sustainability – meeting the needs of today without compromising the ability of future generations to meet their needs.

Sustainability Strategy – A document outlining the future plans and actions

Culinary Garden – A garden used for growing fruit, vegetables and herbs used for cooking.

Document History

Version	Date updated
Sustainability Policy	23/5/14
Sustainability Policy	16/7/15
Sustainability Policy	14/2/16
Sustainability Policy	1/8/18
Sustainability Policy	28/2/22
Sustainability Policy	25/10/23
Sustainability Policy	4/6/24
Sustainability and Responsibility Policy and Strategy	Developed 14/7/25