



HAVEN
EARLY LEARNING

Sustainability Plan

HAVEN 2026

Created July 26

To be reviewed and updated when needed or 07/2027

Service Goal - *Sustainability commitment that is 'live' and evident across our everyday practices, curriculums, intentional teaching, children's play and service decisions. This will include a whole community awareness and approach to sustainability.*

"Early Childhood Education (ECE) frames sustainability through three interconnected dimensions: environmental, social, and economic. This holistic framework—often embedded in frameworks like the Early Years Learning Framework (EYLF V2)—shapes children into active citizens who understand how human actions, resources, and communities impact the world" EYLF

Pillar of Environmental Sustainability – This pillar teaches children to care for the natural world and understand the interdependencies between people, animals, plants, and ecosystems.

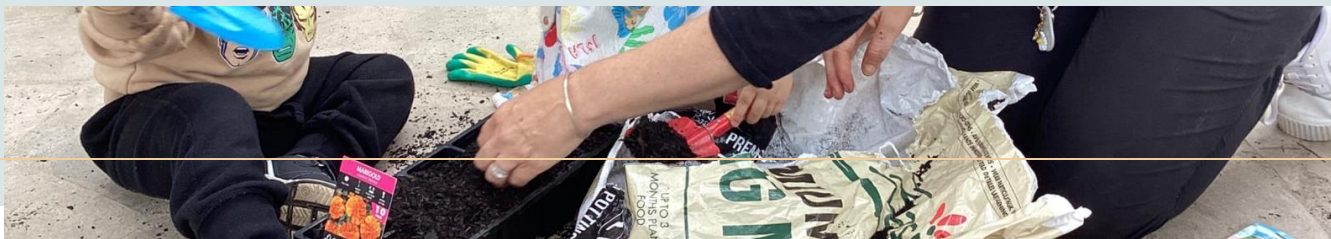
Pillar of Social Equity – Rooted in respect and inclusivity, this pillar focuses on equity, diversity, and living peacefully together. It ensures all children and families feel valued regardless of cultural, linguistic, or economic backgrounds.

Pillar of Economic Viability - Often described as "beyond money," this dimension helps young children understand resourcefulness, ethical consumption, and waste reduction.



Current Practices

Pillar of Environmental Sustainability			Rationale and growth opportunities.
What	How		
1.	Worm Farms	2/4 rooms have active worm farms that are tended to across the week.	Promotes responsibility and sustainable practices. Children are involved in adding food scraps to the worm farm.
2.	Gardening	Gardening is a valued part of learning at Haven. Each room nurtures its own garden space while also working together to care for the planter boxes at the front, giving children meaningful, hands-on experiences with nature. Active veggie gardens in Sun room and front garden. Herb garden in Forest room. <i>“Educators encourage children to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters”</i> Australian Government Department of Education [AGDE]. (2022). <i>Belonging, being and becoming: The early years learning framework for Australia</i> (V2.0).	Extension - Find use for fertilizer and worm wee. Our gardening activities at Haven allow the children to interact and connect with their environment and nature promoting responsibility, care and environmental learning. We will continue to promote this across the centre by providing further opportunities to tend to our gardens.
Pillar of Social Equity			
3.	Upholding UN Goal 3: Good Health and Well-being	The UN states good health and well-being is one of their goals for 2026. We uphold this by offering a balanced menu across the week that provides children with a nutrient rich diet and following “6 th Edition Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services – as mentioned in our Health Hygiene policies.	We continuously look to improve and update our menus and policies to benefit the children’s best health and wellbeing at all times by taking on feedback from children, educators and families surrounding their meals and well-being via annual surveys and feedback forms available. We use the Healthy Eating Advisory Service menu tool to plan our menus in line with the relevant healthy eating guidelines, and we are voluntarily audited every year to ensure we are adequate and compliant.



4.

Upholding
UN Goal 4:
Quality
Education

Lead by our qualified and passionate team of educators guided by our educational leader, we commit to scaffolding the next generation by continuing to provide quality education. ***“Education helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives. Education is also crucial to fostering tolerance between people and contributes to more peaceful societies”*** - United Nations General Assembly. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*

We take responsibility for always upholding children's best interests when providing quality education at Haven, understanding this is an ever-growing sector ensuring we are supporting children's learning, development and wellbeing needs by following the Early Years Learning Framework, Victorian Early Years Learning and Development Framework and National Quality Framework. Using the planning cycle to extend learning with an individual observation cycle recorded once a term per child, using the 5 learning outcomes to guide our observations and extensions. Alongside group observations, inquiry-based projects that are both child lead and intentionally educator lead. PDs are provided and encouraged for educators to extend their own learning and practices to stay current with sector expectations. Educators are required to keep their training up to date, and high expectations are set. These expectations ensure that educators provide children at Haven with the best possible opportunities and a strong foundation for life from the very start.

5.

Promoting
child voice
and child
rights.

“Every child's agency and right to be an active participant in all matters affecting their life is supported by educators and service leaders.” – EYLF. At Haven our philosophy states we value children as leaders and promote their voices, providing a child first and child safe environment that fosters equity, diversity and inclusion.

Our child-led, play-based curriculum supports each child's learning through regular/termly observations and individual goals. We foster a sense of belonging by celebrating children's achievements and embracing the diverse cultures of our families. Emotional wellbeing is promoted across all age groups, with Zones of Regulation introduced in our kindergarten programs. By adapting our practices to meet individual needs, we create an inclusive, child-safe environment. Haven is the foundation where children feel valued, confident, and empowered to use their voice in life becoming an active participant in society.



Pillar of Economic Viability

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| 6. | Reusable wash cloths and face-washers | <p>All rooms use reusable colour coded cloths to clean surfaces following colour charts on display in rooms.</p> <p>Face washers are used to clean children's faces after mealtimes or as cold compress for injuries.</p> | <p>The benefits of using reusable cloths to clean impacts the amount of waste we contribute to the earth by cutting down our paper towel usage replaced by the cloths. We will continue to use cloths to create an ongoing positive impact on sustainability.</p> |
| 7. | Recycling | <p>Recycling is evident in our curriculum. All rooms have clearly labelled recycling bins children are reminded to use. Each year incursion <i>Recycle Man</i> visits to teach the importance of recycling and sustainability.</p> | <p>Recycling benefits children's understanding of sustainability by giving children the autonomy to choose how to recycle and reuse at Haven. We provide individual drawing books for each child in our kinder rooms to reduce the amount of single paper use. We recycle boxes for our art and keep laminated signs to reuse throughout the year.</p> |
| 8. | Reuse | <p>We promote the use of second-hand resources and materials.</p> | <p>Haven families and ex-Haven families will often donate books, toys, materials and resources that they are no longer needing from their homes or from their workplaces. We take advantage of the ability to reuse these items to give them new life.</p> |
| 9. | Food in Play | <p>We are aware of the sensitivities involved using food in play, we acknowledge it as a good biodegradable/ environmentally friendly option, cost effective and supports tactile exploration benefiting children's learning. We Reuse and Rotate, meaning we use sensory materials multiple times rather than tossing them after one session. Our flour is donated via a local company when it passes recommended consumption date.</p> | <p>Discuss food wastage and sustainability with children, this is explored when the children are involved in adding to the worm farm but could be further explored when discussing where food comes from and how we can dispose of it sustainably e.g. discussing food bins/green bins at home or adding a green bin to Haven.</p> |



Goals and Strategies

	What	How	Why/Rationale
1.	Review and adapt sustainability commitment.	Update Haven's commitment to sustainability.	To reflect our current practices and goals toward sustainability at Haven.
2.	Use Environmental and Sustainability 3-monthly audit to guide changes needed and develop new sustainable goals.	Use audit to spark questions and changes within our curriculums and service. Use as a check-in guide.	Use the feedback to improve our practices and challenge our ideas surrounding sustainability every 3 months.

Pillar of Environmental Sustainability

3.	Environmental Awareness Group	Nominate/Encourage volunteers to join Haven environmental awareness group. 4-5 people to inspire and support sustainable changes we made need to make at Haven. This will also include Gardening duties, reuse and recycling ideas and water/energy conservation.	To also boost and champion educators' and Havens interest in sustainability and environmental issues. To hold Haven accountable and encourage other educators' and children's sustainable choices.
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Pillar of Social Equity

4.	Professional Development Opportunities	Offer more PDs and extended learning for those interested. Start with the environmental awareness group and expand it to all staff.	PDs, Facebook groups, other services ideas will build more knowledge and awareness surrounding sustainable practices and environmental responsibility to apply at Haven.
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| <p>5. Whole community + Family awareness</p> <p>Feedback from stakeholders on sustainability commitment and current practices.</p> | <p>Provide survey or questionnaire to families for feedback on environmental and sustainability practices or ideas to implement. (Include sustainability /environmental questions within service surveys)</p> <p><u>Attach</u> commitment to survey/questionnaire.</p> | <p>Having family's perspective would be beneficial to our centre to challenge our current practices while incorporating a community connection and voice.</p> |
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Pillar of Economic Viability

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| <p>6. Researching, finding and purchasing Australian made resources and First Nation owned resources. (UN Goal 12: responsible consumption and production)</p> | <p>Choosing to purchase natural made materials and first nations made/designed resources.</p> <p>Questioning all purchases are purposeful.</p> <p>Using www.australianmade.com.au website to source materials.</p> | <p>Australian made contributes to less overproduction and supply chains which reduces our carbon footprint.</p> <p>Purchasing First Nations resources and engaging with Indigenous-owned businesses drives social, cultural, and financial value while supporting on-going reconciliation.</p> |
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Long Term Goals and Strategies

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| <p>7. Solar Panels</p> <p>(UN Goal 7: Affordable and clean energy & UN Goal 13: Climate Action)</p> | <p>A long-term sustainable goal is to install solar panels at Haven to conserve and save energy to be more carbon negative.</p> | <p>Solar panels are a highly sustainable although high effort goal that can be further implemented to reduce our overall energy consumption in a commercial grade building.</p> |
| <p>8. Water Tanks</p> <p>(UN Goal 7: Affordable and clean energy & UN Goal 13: Climate Action)</p> | <p>A long-term sustainable goal for Haven is to introduce water tanks to use for gardening, laundry and toilets.</p> | <p>Water tanks are environmentally sustainable, however are a long-term goal because of the high effort to have them installed. Benefits include reducing water usage, lower water bills and rainwater is ideal for plant growth.</p> |



Resources and references -

- https://www.acecqa.gov.au/sites/default/files/2024-11/InformationSheet_EYLF-Sustainability%20-%20Principles%20Information%20Sheet_v2.pdf
 - <https://www.busybees.edu.au/sustainability-in-childcare-how-we-teach-children-to-care-for-our-environment/>
 - <https://www.cela.org.au/publications/amplify-blog/feb-2025/beyond-money-understanding-economic-sustainability>
 - <https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>
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