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| Curriculum Leadership School of the Year (Primary & Secondary) |
| Celebrating teaching and learning of sustainability through the Victorian curriculum (cross-curriculum priority in the Victorian curriculum) by:   * Creative and innovative approaches to addressing sustainability in lesson plans, units of work or school-wide curriculum. |
| 1. **Explain how sustainability, a cross-curriculum priority, is reflected in cross learning areas, subjects and/or whole-school activities.** |
| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| Our staff participates in professional development workshops on many subjects, sustainability being one of the main focuses of these activities. Many of our workshops are delivered by our ResourceSmart Schools facilitators or by LGA staff. Therefore, our teachers understand how to implement sustainability as a cross-curriculum priority, as reflected in the attached Scope and Sequence documents. Teachers plan their curriculum for the year in alignment with environmental celebrations such was Water Week, World Environment Day, and Recycling Week as reflected in the school’s scope and sequence documents.  In 2020 and 2021 we held our Green Conference in an online environment. In 2020 students of technology and design presented about food and fibre sustainable production and in 2021 the Green Team presented the importance of conserving our wetlands to mitigate floods and provide shelter for animals.  Additionally, our school’s STEAM (Science, Technologies, Engineering, Arts and Mathematics) program work on and learn about renewable energy, ecoservices provided by nearby ecosystems and sustainable buildings. Year 9 and 10 students were so inspired by these topics that a group of them decided to complete their work experience with a sustainable construction company. |
| **CRITERIA** |
| * 0 – No explanation as to how sustainability is embedded in the school curriculum. * 1 – Explains how sustainability is embedded in the school curriculum with no impact on student outcomes. * 2 – Explains how sustainability is embedded in the school curriculum with limited impact on student outcomes. |
| * **3** – Explains how sustainability is embedded in the curriculum showing significant impact on student outcomes. |
| 1. **What is creative and/or innovative about your school’s approach to addressing sustainability as a cross-curriculum priority in the Victorian curriculum?** |
| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| The school’s sustainability approach includes immersive learning – using our facilities and nearby shore as learning resources. In 2020, the school completed the construction of a new building with some off-the-grid elements such as solar panels and the use of biodiversity to help with shade and cooling.  In 2021, the school’s STEAM program (Science, Technologies, Engineering, Arts and Mathematics) used the new building as a learning resource. Year 5 and 6 learned about renewable energy, and they are now working in the design of a tiny house powered with wind and solar energy. Year 7 and 8 science students learned about local ecosystems (and the ecoservices provided) and the biodiversity surrounding the new school building – focusing on how it is used to provide shelter, shade, and cooling. Year 9 and 10 design and technology students participated in a talk delivered by the construction company in charge of the construction of the new building. Because of these activities, a group of year 9 and 10 students completed their work experience with the sustainable construction company. |
| **CRITERIA** |
| * 0 – Does not describe the school approach, nor the creativity or innovation involved in addressing sustainability as a cross-curriculum priority in the Victorian curriculum. * 1 – Describes the school approach to addressing sustainability as a cross-curriculum priority in the Victorian curriculum but gives no examples of creative or innovative activities. * 2 – Describes the school approach to addressing sustainability as a cross-curriculum priority in the Victorian curriculum and gives limited examples of creative or innovative activities. * 3 – Describes, with well-contextualised examples, the creative and/or innovative school approach to addressing sustainability as a cross-curriculum priority in the Victorian curriculum. |
| * **4** – Describes, with various, solid, and well-contextualised examples, the creative and/or innovative school approach to addressing sustainability as a cross-curriculum priority in the Victorian curriculum. |
| 1. **Provide evidence of how and where sustainability has been addressed in the curriculum (document)** |
| **EXAMPLES OF ATTACHMENTS BASED ON TOP SCORING CRITERIA** |
| Examples include images of activities, links to the school’s webpage (if applicable), documentation of teaching and learning scope/sequences, units/lessons, or communications that reflect work undertaken as part of a curricular activity. |
| **CRITERIA** |
| * 0 – No evidence provided. * 1 – Basic evidence provided (lack of context and/or small amount of evidence). |
| * **2** – High quality evidence (contextualised and relevant documents, and good number of attachments – a minimum of 3 elements). |

**Total score: 9**