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| Emerging School of the Year |
| Celebrating a school that has recently started RSS and has successfully embedded sustainability across the school. The category recognises:* the effective and innovative ways the school has engaged with the school community on sustainability,
* the design and implementation of comprehensive action plans and targets to improve sustainability across the school,
* the sharing of the school’s impact and sustainability achievements with the community.

Eligibility: * The school must have signed an RSS MOU during 1 July 2021 – 20 March 2023 for the first time and/or set a resource baseline during 1 July 2021 – 20 March 2023.
* Schools must have completed an action in the [ResourceSmart Schools Online](https://my.resourcesmartschools.vic.gov.au/) between 1 July 2022 – 18 March 2022.
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| 1. **Describe how the school community (including school leadership, teachers, staff, students and families) were engaged to provide support for sustainability action at the school.**
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| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| Our journey with ResourceSmart Schools began after our principal identified with school council and staff the ever-increasing school bills for energy, waste and water. As an action, our science teacher Jane Smith organised a presentation on her research about the ResourceSmart Schools Program. The presentation was well attended by staff, school council and parents. Aside from signing up to ResourceSmart Schools, the presentation also sparked parent interest in the leaking taps on campus, with a few parents volunteering to fix them. As part of our initiation into ResourceSmart Schools, our school captains (with the guidance of staff) established a Student Action Team. This team conducted a water audit of the school and developed the school’s action plan. The school captains presented at our school assembly to raise awareness about ResourceSmart Schools, the Student Action Team and their current focus to minimise water wastage. Jane Smith (our science teacher) shared our water action plan with the local council and from there we started to build networks with our local catchment authority. From this relationship we began to access some locally appropriate teaching and learning resources. Additionally, the local council was able to donate mulch to spread on our gardens so that we could save water lost through evaporation. Thanks to the enthusiasm of our staff, principal, parents, school council and local council we have started our journey in the ResourceSmart Schools program with much momentum. We are now looking to our energy module and have applied to the Green School Building Initiative.  |
| **SORING CRITERIA – How to** **allocate points** |
| * 0 – No description as to how the school community provides support for sustainability action at the school.
* 1 – Adequate description as to how the school community provides support for sustainability action.
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| * **2 –** Outstanding description with multiple well-contextualised examples as to how the school community provides support for sustainability action.
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| 1. **How was data and research used to develop the school’s action plan and targets?**
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| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| Our action plan into saving water at our school was strongly informed by several data sources. As a result of working through the RSS core module we entered two years’ billing data and were able to track a steady increase in our water usage and bills. The maths coordinator downloaded this data and used it as a teaching and learning resource for the year 9 maths classes. The students were able to recognise seasonal patterns and come up for hypothesis based on school behaviour.Our Green Team completed our water audit and identified several areas for improvement. They used this information to develop the action plan that we have been working through. Through the relationships built with our RSS Facilitator and our local catchment authority, our school also signed up for the Schools Water Efficiency Program (SWEP). This tool allowed us to see when significant spikes in usage were occurring and that we had several leaks that we needed addressing.  |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No description as to how data and research were used to develop the school’s action plans and targets.
* 1 – Adequate description as to how data and research were used to develop the school’s action plans and targets
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| * **2** – Outstanding description as to how data and research were used to develop the school’s action plans and targets. The answer includes examples of how students contributed to the development of the action plan.
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| 1. **Provide evidence of how the school’s sustainability achievements were shared with the community.**
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| **EXAMPLES OF ATTACHMENTS BASED ON TOP SCORING CRITERIA** |
| Examples include newsletters, articles, the school’s sustainability webpage (if applicable), photos of signage, posters or any other communications that highlight the work undertaken by the school.  |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No evidence is provided as to how the school’s sustainability achievements were shared with the community.
* 1 – Provides basic evidence as to how the school’s sustainability achievements were shared with the community.
* 2 – Provides multiple examples as to how the school’s sustainability achievements were shared with the community.
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| * **3 –** Provides multiple outstanding examples as to how the school’s sustainability achievements were shared with the community. These examples are innovative and impactful.
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**Total score: 7**