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| School Volunteer of the Year |
| Celebrating a volunteer or volunteer group who works with the school to help with sustainability projects by:   * supporting the implementation of sustainability activities by contributing their time and expertise.   Eligibility:  To qualify as a volunteer, the individual or group must not have been remunerated for their time/activities. |
| 1. **How is this individual/group contributing voluntarily to your school’s sustainability program?** |
| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| Mary and Charles are active parents at our school. They are farmers in the neighbouring area and became active school volunteers in 2022 helping with the school’s biodiversity audit. Mary and Charles have also been generous in sharing their knowledge of permaculture, helping us to improve our veggie garden and an indigenous planting around the school.  Mary and Charles spend about two hours per week helping to improve the school’s outdoor areas. The school veggie garden has improved markedly due to their advice and care. It now provides 20% of the school’s canteen vegetables, significantly reducing the need to buy produce, cutting down on transport emissions and packaging. |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No demonstration as to how the individual/group contributes to the school’s sustainability program. * 1 – Demonstrates how the individual’s/group’s one off or short-term contributions to the school’s sustainability program. * 2 – Demonstrates the individual’s/group’s ongoing or long-term contribution to the school’s sustainability program. |
| * **3 or 4 –** Demonstrates the individual’s/group’s extensive contribution to school’s sustainability program and how the school has been able to achieve significantly better sustainability outcomes. |
| 1. **What specific knowledge and/or experience does this volunteer/group bring to your school?** |
| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| Mary and Charles’ knowledge and experience of sustainable agriculture and permaculture has been invaluable to improving the biodiversity health of the school’s outdoor areas. Mary and Charles have offered their strawberry farm for students to learn and experience the principles of agriculture and waste management they follow on their farm.  As part of Science and Geography classes, students in Years 9 and 10 have visited the farm to study ecosystems and the agriculture practices they use.  *‘Last term, with the science class, were at Mary and Charles’s farm. We had such a great time! We learned how to avoid chemicals by using companion planting to manage pests. I had no idea about this option’ James, Year 9.*  Mary and Charles have been generous with their advice to school council when looking to improve wildlife corridors. Mary and Charles have used their local knowledge to ensure the plant species planted within the school grounds are indigenous and will boost local biodiversity and ecosystem health. |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No demonstration as to the specific knowledge and/or experience the individual/group brings to the school. * 1 – Demonstrates the specific knowledge and/or experience the individual/group brings to the school. |
| * **2 –** Demonstrates the specific knowledge and/or experience the individual/group brings to the school and provides reasoning as to why this specific knowledge and/or experience is relevant at the school. |
| 1. **Explain what this individual/group has done and how it enhanced sustainability knowledge and practice for students/teachers.** |
| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA** |
| Mary and Charles have been incredibly generous with their time and expertise when helping our school to complete our 2022 Biodiversity audit. They have also helped our Green Team to develop a Biodiversity Action Plan.  They were able to explain to students why certain actions were important and what impacts the changes would make on the local biodiversity. As a result of their learning from Mary and Charles, the Green Team students were able to lead the junior year levels to complete the Biodiversity audit themselves in 2022.  Mary and Charles installed an indigenous garden in March 2022, leading to an improved biodiversity score in December 2022. The school improvements undertaken by Mary and Charles served to create a real ecosystem capable to host and nurture local flora and fauna. Now, our school’s green areas are becoming more beautiful and provide learning opportunities for a range of different classes including science, geography and art.  The veggie garden that Mary and Charles worked on has helped the school to minimise food expenditure at the canteen and reduce food miles. The home economics teacher has been using the garden as well and following guidance from Mary and Charles’ for onsite composting which will be used to fertilise the veggie garden. |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No explanation as to what the individual/group has done and how it enhances sustainability knowledge and practice for students/teachers. * 1 – Brief explanation as to what the individual/group has done but not how it enhances sustainability knowledge and practice for students/teachers. * 2 – Adequately explains and provides examples as to what the individual/group has done and demonstrates how it enhances students’/teachers’ knowledge and practice. |
| * **3 or 4** – Outstanding explanation and examples as to what the individual/group has done and demonstrates how it enhances students’/teachers’ knowledge and practice, leading to greater student/teacher independence. |

**Total maximum score: 10.**