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| Student Action Team of the Year (Primary & Secondary) |
| Celebrating a student team that best demonstrates environmental leadership by: * leading sustainability activities and school-wide practices to improve operations, infrastructure, design, and management
* encouraging other students and broader community to act on sustainability.
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| 1. **Explain how this team operates and the impact they have on the school’s sustainability goals. *Please highlight innovative sustainability activities and school-wide practices led by the student action team.***
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| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA**  |
| Our Green Team has 20 students from years 4 to 10. This team leads sustainability action within and beyond the school ground. They have been crucial in gaining sustainability traction at our school, including developing the Green Action Policy in 2022. The student action team meet weekly to brainstorm, work together and discuss future projects. The team frequently breaks off into separate committees to tackle distinct tasks. The Garden and Canteen Committee (Upper Primary) maintain the school community garden and help to promote unpackaged food action by creating posters that showcase the impact of litter and food packaging on biodiversity. Innovative student-led activity: The Events and Communications Committee (years 6 and 7) promote sustainability on social media. In 2022 they created the Green Teams Southern Network (GTSN) to coordinate activities between different schools. As part of this initiative, the committee released a sustainability podcast in February 2022 (available on our school website). The committee was able to inspire other schools in the Green Teams Southern Network to do the same. Innovative student-led activity: The ResourceSmart Schools Modules Committee (Middle School) work to support the teachers on completing audits and RSS action plans. In 2022, after drafting the school’s waste action plan, this committee (with support of parents) decided to build play equipment and seating from reused plastic materials. The student committee led the strategic placement of collection points for plastic containers and launched a campaign to help students to deposit their waste into the correct bin. A survey showed that 40% of students claimed to have reduced the consumption of plastic-wrapped products thanks to the campaign.  |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No demonstration of any student-led activity or school-wide practice improvement nor how the team operates.
* 1 – Demonstrates how the team operates but with limited evidence of student-led activity or school-wide practice improvements.
* 2 – Demonstrates team activities are student-led and focus on school-wide practice improvements.
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| **3 or 4**– Demonstrates how the team’s activities have made a positive impact on the school’s sustainability outcomes. Student led activities and innovation are clearly outlined with quantifiable examples in the answer. |
| 1. **How did the team encourage and promote sustainability within your school and the broader community?**
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| **SAMPLE ANSWER BASED ON TOP SCORING CRITERIA**  |
| Our Green Team promotes sustainability by doing 5-minute presentations each term visiting different classrooms, as well as at school assemblies. This year the students focused on water and power savings, waste management and climate change action. The Green Team is active on social media and they also use this platform to raise environmental concerns felt by the student body. As a result of the Green Team’s advocacy, leaks in the toilets became known and were fixed. The Green Team’s initiative in setting up the Green Team’s Southern Network (GTSN) demonstrates strong leadership in the community. The Network aims to build better collaboration and knowledge sharing amongst nearby school communities. The GTSN podcast has been well received and local environmental groups have promoted the episodes in their e-newsletters.  |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No demonstration of encouragement or promotion of sustainability by the Green Team.
* 1 – Demonstrates a limited promotional reach with no clear examples.
* 2 – Demonstrates encouragement and promotion of sustainability within the school by providing examples but not in the broader community.
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| * **3** – Demonstrates thorough, clear, and detailed examples that that sustainability has been elevated through encouragement and promotion within the school and the broader community.
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| 1. **Provide evidence of the work carried out by the student action team.**
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| **EXAMPLES OF ATTACHMENTS BASED ON TOP SCORING CRITERIA** |
| Examples of evidence could include links to any activity mentioned in the answers above such as newsletters, images, social media posts, website links or any other documentation regarding the work carried out by the student action team.  |
| **SCORING CRITERIA – How to allocate points** |
| * 0 – No evidence provided.
* 1 – Basic evidence provided (lack of context and/or small amount of evidence).
* 2 – Relevant evidence showcasing the promotion of sustainability within the school grounds but does not demonstrate action in the broader community.
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| * **3 –** High quality evidence that demonstrates action within and beyond the school grounds (contextualised and relevant documents, and good number of attachments – a minimum of 3 pieces of evidence).
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**Total maximum score: 11.**