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| Student Action Team of the Year (Primary & Secondary) |
| Celebrating a student team that best demonstrates environmental leadership by:   * leading innovative sustainability activities and school-wide practices to improve operations, infrastructure, design, and management * encouraging other students and broader community to act on sustainability. |
| 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.*** |
| * 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. * 3- 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 in the answer. |
| 1. **How did the team encourage and promote sustainability within your school and the broader community?** |
| * 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. * 3- Demonstrates thorough, clear, and detailed examples that sustainability has been elevated through encouragement and promotion within the school and broader community. |
| 1. **Provide evidence of the work carried out by the student action team.** |
| * 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. * 3- High quality evidence that demonstrates action within and beyond the school gate (contextualised and relevant documents, and good number of attachments- a minimum of 3 pieces of evidence). |

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| Teacher of the Year (Primary & Secondary) |
| Celebrating the teacher that best demonstrates leadership in sustainability. This category recognises teachers who are:   * leading school-wide sustainability practices to improve school operations, infrastructure, design, and management * addressing sustainability as a cross-curriculum priority in the Victorian Curriculum * mentoring student leadership in sustainability * leading engagement with the school and broader community. |
| 1. **Explain how this teacher demonstrates sustainability leadership. *Please include any remote learning sustainability-related activity.*** |
| * 0 – No demonstration as to how the Teacher leads on sustainability. * 1 – The Teacher demonstrates basic sustainability leadership * 2 – Demonstrates how the Teacher leads on sustainability, highlighting the approach and the activities implemented by the Teacher. * 3- Demonstrates how the Teacher leads on sustainability and inspires the school community to participate. The response addresses the engagement approach and gives clear examples. |
| 1. **Explain how this teacher embeds sustainability in the curriculum and school activities and practices** |
| * 0 – No demonstration of leadership when embedding sustainability in the curriculum and school activities and practices. * 1 – Demonstrates basic leadership when embedding sustainability in the curriculum and/or school activities and practices. * 2 – Demonstrates strong leadership when embedding sustainability in the curriculum across all year levels and/or school activities and practices. * **3 –** Demonstrates strong leadership when embedding sustainability in the curriculum across all year levels and school activities and practices. The answer addresses how the teacher improves the school’s sustainability outcomes. |
| 1. **What activities has this teacher undertaken to encourage sustainability leadership among students and the broader community?** |
| * 0 – No demonstration as to how the Teacher encouraged sustainability leadership among students or the broader community. * 1 – Demonstrates basic encouragement for sustainability leadership among students or the broader community. * 2 – Demonstrates various activities that strongly encourage and support sustainability leadership among students and the broader community. * 3 – Demonstrates various activities that strongly encourage and support sustainability leadership among students, with high quality examples of how student leadership has been enhanced. * 4 – Demonstrates various activities that strongly encourage and support sustainability leadership among students and the broader community. The answer provides examples of how sustainability awareness within the school and the broader community has been enhanced. |

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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?** |
| * 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 – Demonstrates the individual’s/group’s ongoing or long-term contribution to school’s sustainability program and how the school has been able to achieve better sustainability outcomes. * 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?** |
| * 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 needed at the school. |
| 1. **Explain what this individual/group has done and how it enhanced sustainability knowledge and practice for students/teachers.** |
| * 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 – Solidly explains, with examples what the individual/group has done and demonstrates how it enhances students’/teachers’ knowledge and practice, leading to greater student/teacher independence. * 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. |

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| Community Leadership School of the Year (Primary & Secondary) |
| Celebrating the schools that best demonstrate a commitment to community leadership. This category recognises:   * the leadership of the school in their community through the encouragement of innovative sustainability practices and action on climate change, * the ongoing impact of the school’s sustainability achievements on the local community, * schools that collaborate with other schools/ community groups to carry out sustainability activities. |
| 1. **Describe how your school demonstrated innovative community leadership in sustainability and action on climate change.** |
| * 0 – No demonstration as to how the school has been innovative in their leadership on climate change action. * 1 – Demonstrates the school has been active in leading on climate action, but the example lacks innovation. * 2 – Demonstrates that the school’s leadership on sustainability and climate change action is innovative. * 3 – Demonstrates that the school’s leadership on sustainability and climate change action is innovative and describes the engagement from the community. * 4 – Demonstrates that the school’s leadership on sustainability and climate change action is innovative. The example demonstrates a high level of engagement and impact upon the community. |
| 1. **What are the impacts and outcomes of your school’s sustainability program on the local community?** |
| * 0 – No demonstration as to the impacts and outcomes of the school’s sustainability program on the local community. * 1 – Adequately demonstrates short-term impacts and outcomes of the school’s sustainability program on the local community. * 2 – Adequately demonstrates long-term impacts and outcomes of the school’s sustainability program on the local community. * 3 – Demonstrates the long-term or ongoing impacts and outcomes of the school’s sustainability program on the local community. The answer addresses how the program will be effectively maintained and built upon into the future. |
| 1. **What sustainability activities has your school led within the local community and/or with other schools?** |
| * 0 – No demonstration of any school led sustainability activities within the local community or with other schools. * 1 – Demonstrates limited school led sustainability activities within the local community and/or with other schools * 2 – Demonstrates limited impact and outcomes from school led sustainability activities within the local community and/or other schools * 3 – Demonstrates extensive school led sustainability activities within the local community and with other schools. The answer detailed how these activities contribute to positive sustainability outcomes for the community and other schools. |

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| ResourceSmart School of the Year |
| Celebrating the school that best demonstrates a commitment to leadership in sustainability. This category recognises outstanding sustainability achievement in Victorian primary and secondary schools through:   * positive impact and innovation, * addressing sustainability as a cross-curriculum priority in the Victorian Curriculum, * engaging the broader community, * improvements to campus operations and/ infrastructure, * sustainability leadership in the education sector/ other schools.   Eligibility: Schools entering the ResourceSmart School of the Year category must have at least 3Star ResourceSmart Schools certification. |
| 1. **Describe the sustainability initiatives undertaken by your school.**   ***Please include any remote learning* sustainability-related activity and *Any campus infrastructure actions implemented during 2020-2021.*** |
| * 0 – No description of any sustainability initiatives undertaken by the school. * 1 – Explains and gives examples of sustainability activities undertaken by the school but it does not address any remote learning sustainability activity. * 2 – Demonstrates the school’s innovation towards community leadership in sustainability and action on climate change. * 3 – Explains and give detailed examples of sustainability activities undertaken by the school both on campus and by remote learning. The answer addresses any campus infrastructure and/or operation improvement in place/or under development |
| 1. **How is your school demonstrating innovation and leadership in sustainability?** |
| * 0 – No demonstration of any innovative nor leadership activity undertaken by the school. * 1 – Demonstrates either innovation or leadership in sustainability, providing examples. * 2– Demonstrates outstanding leadership and innovation in sustainability activities, providing solid examples. |
| 1. **Describe what sustainability content has been embedded into the curriculum across your school.** |
| * 0 – No demonstration as to how sustainability is embedded into the school curriculum. * 1 – Demonstrates sustainability content embedded in the curriculum but the examples aren’t clear. * 2– Demonstrates sustainability content embedded into the curriculum with solid examples and a whole-school approach. |
| 1. **Describe how your school fosters sustainable activities in your local community. E.g., Local LGA, natural resource management groups, community events participation and/or organisation, etc.** |
| * 0 – No description of any activity or approach undertaken by the school that fosters sustainability in the local community. * 1 – Describes activities and the school approach to foster sustainability in the local community but examples are limited or unclear. * 2– Describes activities and the school approach to foster sustainability in the local community with solid and well-contextualised examples. |
| 1. **Outline how your school engages with other schools in sustainability activities.** |
| * 0 – There is no outline nor any examples of, how the school engages with other schools in sustainability activities. * 1 – Outlines and examples provided (at least one well-contextualised example) of how the school engages with other schools in sustainability activities. |

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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.** |
| * 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?** |
| * 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)** |
| * 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). |

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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 2019 – 18 March 2022 for the first time and/or set a resource baseline during 1 July 2019 – 18 March 2022. * Schools must have completed an action in the [ResourceSmart Schools online system](https://secure.resourcesmartschools.vic.gov.au/users/login?ref=%2F) between 1 July 2021 – 18 March 2022. |
| 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.** |
| * 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. * 2 – Outstanding description with multiple well-contextualised examples as to how the school community provides support for sustainability action. |
| 1. **How was data and research used to develop the school’s action plan and targets?** |
| * 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 * 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. |
| 1. **Provide evidence of how the school’s sustainability achievements were shared with the community.** |
| * 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. * 3 – Provides multiple outstanding examples as to how the school’s sustainability achievements were shared with the community. These examples are innovative and impactful. |