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| **ResourceSmart School of the Year**This category celebrates leading sustainable schools that have embedded sustainability into everything they do, on their campus, in their curriculum and in the way they engage with the community and neighbouring schools. This category celebrates innovation, creativity and leadership in school sustainability programs. **Special eligibility: School must be at least a 3 Star ResourceSmart School.** *Please note: this sample entry was inspired by several entries submitted by different schools. The examples here showcase the wide range of sustainability initiatives being undertaken by schools.* |
| **Sustainability Initiatives:** Tell us about the sustainability initiatives being undertaken at your school. Please highlight any sustainability actions being done on your school campus or your school operations. **300 words.**  |
| SAMPLE ENTRYOur school has made significant efforts to include sustainability in everything we do. In the last 18 months, we have made changes to our campus and operations and the curriculum connected to the new building that replaced three portable classrooms.By working in close collaboration with school council, the architects designed the new school building that balanced the school’s heritage features with sustainable design principles. The renovated buildings have high rated insulation and double-glazed windows to improve passive heating and cooling, and to improve natural light and air flow. Only electric appliances were installed As part of the renovation, our school worked to reduce the amount of waste going to landfill. Old appliances and furniture were sold or gifted to the community. School leadership worked closely with tradespeople to make sure they used the correct bins to reduce waste. In terms of water and energy usage efficiency, students made signs to remind everyone (including visitors) to turn off taps, lights and to check thermostat settings.Students were included in the renovations by looking at the design and in brainstorming what ‘sustainable design’ might look like for our school. Year 5 and 6 students undertook an inquiry into ‘passive houses’ which asked them to build their own ‘passive house’ model. Alongside the renovations our school has been focused on rejuvenating our vegetable garden by increasing the soil quality. Students have learnt about soil quality, healthy bugs and organisms, composting and worm farming. We have installed new wicking beds and have quadrupled the amount of produce we harvest to use in the Stephanie Alexander Kitchen Garden Program. The final product includes a solar system, electric vehicle charging station and a rejuvenated vegetable garden with shade sails for an outdoor learning space. We are currently working on incorporating a yarning circle fire pit.  |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points** | **3 Points** | **4 Points**. |
| **Innovation and Leadership in Sustainability:** Tell us about how your school is demonstrating innovation, creativity and leadership in sustainability and/or sustainability education. Please highlight the impact/s from your approach. **300 words** |
| SAMPLE ENTRYOur approach to sustainability acknowledges First Nations peoples as the world’s oldest culture and experts in caring for Country. Through partnering with local First Nations groups, we have been able to transform our school curriculum and elements of our school campus to address environmental sustainability at their core. We employ John, a local First Nations Education Officer, to come to the school 1-day a fortnight. John teaches all our students across a four-week cycle and assists the teachers to meaningfully include First Nations perspectives across the curriculum. The value of these experiences is apparent through the number of students referring to their time with John across the curriculum, such as in writing, art and science classes (see evidence).We host the regional sustainable schools network meeting. Local schools can see sustainability in action and meet other sustainability educators’ local sustainability experts in our community. At a network meeting this year we delivered a professional learning session with John about our successes in integrating indigenous perspectives into our curriculum.We use social media to promote these network meetings, making sure to mention the partnerships we have with local groups. One of our recent posts about ‘Small Acts, Big Impact’ about litter prevention and food waste was reshared by our local council and received over 100 interactions. As a 5-Star ResourceSmart School, our achievements have been published in local newspapers and our school has received visits from the Minister for the Environment. These events provide our students with leadership opportunities and demonstrate what even a small school like ours can achieve!We participated in the development of the first Environmental Sustainability in Schools Policy with the Department of Education. Our school features in the information video as an example of how the policy could be adopted by any school in Victoria. |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Embedding Sustainability into Curriculum:** Please attach evidence to explain how your school embeds sustainability into the school’s curriculum.  |
| *Examples include images of activities, links to the school’s webpage (if applicable), documentation of teaching and learning scope/sequences, units/lessons, examples of student work or communications that reflect work undertaken as part of a curricular activity.* |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Collaboration with school and local community:** Tell us how your school has been working together, as a school, and with the broader local community on sustainability and/or sustainability education. Please highlight the impact of working together. **300 words** |
| SAMPLE ENTRYOur school community works together to achieve great things. Our student action team, our staff leadership team and school council have prioritised partnerships with First Nations, Landcare, Water Management, as well as with local businesses, parents and volunteers. We acknowledge that sustainability cannot be the responsibility of one person at our school. First Nations representatives have played a valued consultative role in the design of our school campus, advising us that a yarning circle and fire pit would be great resources for our sustainability curriculum. We have Welcome to Country, Smoking and Cultural Learning as key parts of our school year.Local Landcare groups have had a role in helping us to select native plants that are fire resistant as well as encourage as biodiversity in bugs and birdlife. Landcare donated tree guards to help our garden become established. Our local Junior Landcare Facilitator comes to the school to teach students how to propagate, plant and look after our school garden. Our Grade 6’s participated in a Landcare revegetation project next to the secondary college with secondary school students as part of the Year 7 transition program. Representatives from the water management groups visit through our participation in the River Detectives Program and help to connect the learning and citizen science on school campus with what is happening beyond the school gate. We use social media to promote the work we are doing. Due to our work our school has entered and from being a 5-Star ResourceSmart School we receive media attention for our achievements. By sharing our stories, more small schools like ours will realise what can be done especially through local partnerships.  |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Working with Other Schools:** Tell us how your school has been working together with other schools on sustainability and/or sustainability education. Please highlight the impact of working together. **300 words** |
| SAMPLE ENTRYWith the support of our ResourceSmart Schools Facilitator, our school hosted a regional learning day earlier this year. We hosted students, teachers and school volunteers from neighbouring schools to share learnings and ideas about sustainability. Our student action team prepared presentations for students on our River Detectives progress and gave our guests a tour of our newly renovated buildings and gardens. We had 40 people attend the day from 8 different schools- both primary and secondary. From the day, we made plans to collaborate on next year’s Reconciliation Week activities, as well as revegetation projects organised by our local Landcare group. We see representatives from this network at conferences such as Kids Teaching Kids, ResourceSmart School Awards, Energy Breakthrough, Local Landcare Awards and Teacher Environment Network Meetings. Our principal meets quarterly with a principal’s reference group who are focused on sustainability leadership and climate action. As a result, our principal was interviewed on ABC Radio talking about the cost savings and wellbeing benefits of being a sustainable school.In addition, our teaching staff presented on our curriculum work at the Sustainability Victoria online Professional Learning Series ‘Show and Tell’ which attracted approximately 50 attendees from Victorian schools.Through connecting with other schools, we have shared our passion for reconciliation and caring for Country. We have encouraged schools to be more sustainable and created networks and resources to help and support them. We have contributed to the Environmental Sustainability in Schools Policy which guides all schools should they wish to be a sustainable school. We take every opportunity to share our successes, with the hopes they will inspire others to reach out and get involved.  |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points**  | **3 Points** | **4 Points** |
| **Summary of Impact:** In 50 words or less, please summarise why your school is a leading ResourceSmart School. Please submit at least ONE media ready photography with signed consent form/s. |
| SAMPLE ENTRYOur school has been transformed to reflect sustainable design and our care for Country. We collaborate with our community, in particular, First Nations groups to provide locally relevant sustainability education. As a 5-Star ResourceSmart School, we actively engage with other schools, sharing our sustainability successes to inspire others.  |
| **1 Point**COMPLETE ENTRY with photo and consent form |  No **Points**INCOMPLETE ENTRY- either consent form or media ready photo not submitted |