|  |  |  |  |
| --- | --- | --- | --- |
| **Student Action Team of the Year**  This category celebrates the work of students working together as a sustainability action team. Best practice student action teams will demonstrate leadership by working together to contribute to sustainability both within school and beyond the school gate.  *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.* | | | |
| **Contribution to School’s Achievements in Sustainability:**  Tell us about your Student Action Team. Please highlight innovative activities and practices led by the students that promote sustainability across the school. **300 words** | | | |
| SAMPLE ENTRY  Our green team consists of 20 students from Years 4 to 10.  They have been a driving force for improved environmental stewardship and have raised the bar for student leaders at our school.   The team has led several innovative initiatives and school-wide practices that have significantly contributed to our overall sustainability achievements.  Under the guidance of the sustainability coordinator, the team developed the Green Action Policy in 2025 which guides their overall work, and how they will work together.  The student green team meets weekly to check in on their progress, to brainstorm ideas and to provide support to each other.  The green team has been split into committees which focus on different tasks.  The Garden and Canteen committee, made up of upper primary students play a vital role in maintaining our garden and promoting ‘nude food’ days. They have created informative posters which highlight the impacts of litter and food packaging on waterways and habitat.  They have spoken at school assemblies to raise awareness and to encourage positive changes within the school.  The Events and Communications committee, composed of Year 6 and 7 students has been pivotal in promoting sustainability beyond our school. They established the Green Teams Southern Network (GTSN) in 2025 to facilitate collaboration between schools.  Their new podcast series, released in February, has inspired other schools in the network to launch similar initiatives, expanding the reach of sustainability achievements.  The RSS Modules committee, years 8 to 10 supports the teachers in completing resource audits and action plans.  In 2025, this committee set out to improve waste separation which included strategically placing CDS collection points around the school and an information campaign.  Their work resulted in approximately $400 worth of containers being collected which was used to buy soil and replant two neglected garden beds with natives. | | | |
| **Scoring rubric- see judging guide for details** | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Working Together:** Tell us about how the team works within your school and the broader community to encourage and promote sustainability. **300 words** | | | |
| SAMPLE ENTRY  The Green Action Policy documents the teams’ overall objectives, and the weekly meetings are run by the Year 10 students to check in on the progress of all the committees and for the team to get support, feedback or ideas for their projects.  The meeting is just for 15 minutes every Thursday lunchtime, which means each committee nominates a spokesperson to update the greater team on their progress.  Sometimes, when there is a bigger topic to discuss, the team meets for longer. Extra time was given to develop the Green Action Policy and to decide on how they were going to communicate this to the school.  This policy has been submitted as evidence.   Three of the ten goals include:   * To complete audits of our school’s biodiversity, energy, waste and water every year. * To educate our school and other schools about sustainability through a podcast; and * To reduce waste going to landfill through widespread usage of the container deposit scheme.   Students were encouraged to think about which topics would be easy and more challenging and what leadership opportunities they would like to take on.  Examples of student leadership:   * Interviewing our council biodiversity officer on the Green Teams Southern Network podcast.  The podcast series is often shared by local sustainability and education organisations to reach a larger, community audience. * Sharing the school’s sustainability achievements on social media including the Minister for Environment’s recent school visit to celebrate our success with the container deposit scheme. * Speaking at school assemblies and visiting classrooms to collect food waste for the school compost bin. * Recruiting student volunteers to assist with audits, and then writing a report on the findings. The report was sent to school council to review. Because of the green team’s advocacy, leaks in the toilets became known and were fixed. | | | |
| **Scoring rubric- see judging guide for details** | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Upload Evidence of Students Work:** Please provide evidence of the work carried out by your student action team. | | | |
| *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 rubric- see judging guide for details** | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Summary of Impact:** This In 50 words or less, please summarise the impact of this Student Action Team and their sustainability work at your school.  Please submit at least ONE media ready photography with signed consent form/s. | | | |
| SAMPLE ENTRY  This self-organised student action team are making progress on the school’s Green Action Policy. They have gathered data through audits and have achieved success with collecting containers and raising funds through the Container Deposit Scheme. They promote sustainability beyond the school gate via a podcast, making them community sustainability leaders. | | | |
| **Scoring rubric- see judging guide for details** | | | |
| **1 Point**  COMPLETE ENTRY with photo and consent form | | No **Points**  INCOMPLETE ENTRY- either consent form or media ready photo not submitted | |