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| **Curriculum Leadership School of the Year**This category celebrates schools that have demonstrated significant efforts to embed sustainability as a cross-curriculum priority. Best- practice schools are connecting sustainability learning across learning areas and beyond the school gate to what’s happening in their communities. *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* |
| **Upload a curriculum document:** Please demonstrate via evidence how your school is addressing sustainability as a cross-curriculum priority. |
| *Examples include images of activities, links to the school’s webpage (if applicable), documentation of teaching and learning scope/sequences, units/lessons, or communications that reflect work undertaken as part of a curricular activity.**You can find examples of curriculum documents on* [*RSS Online*](https://resourcesmartschools.b2clogin.com/resourcesmartschools.onmicrosoft.com/b2c_1_signupsignin/oauth2/v2.0/authorize?client_id=d1f86d3b-cac3-475c-87f2-aa7f50ff69c5&scope=offline_access%20openid&response_type=code&redirect_uri=https%3A%2F%2Fmy.resourcesmartschools.vic.gov.au%2Fapi%2Fauth%2Fcallback%2Fad&state=aMD0T1M8mn9dMPrMU-3sq2HgBhqEZPcGXTyxz5miWw4) *in ‘An Example RSS School’.*  |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Creativity and Innovation in Sustainability Approach:** Tell us how sustainability, a cross-curriculum priority is reflected in across learning areas. Please highlight any creative and innovative approaches your school has adopted in its sustainability curriculum design and delivery. **300 words** |
| SAMPLE ENTRYOur school has taken a whole school approach to the teaching and learning of sustainability by introducing a new specialist subject ‘Nature School’. Every class participates in ‘Nature School’ weekly. The class is hands on, conducted outside and has a focus on group work. Being a ResourceSmart School has inspired us to structure ‘Nature School’ around the four resource modules. Throughout the year, the work done in ‘Nature School’ is referred to in other subject areas, inspiring sustainability to be implemented as a cross-curriculum priority. In 2025, our focus for ‘Nature School’ has been the biodiversity module. The evidence attached shows the work done in ‘Nature School’ across the year, per year level, on this module, but also how other subject areas are linking to this hands-on subject. For example, the Design and Technology learning for middle primary students for Creating Designed Solutions involved investigating, generating, planning and managing an indigenous native food garden. Foundation to Level 2 in science explored which plants and animals are best suited to the climate, and how to care for them. (Thanks to them we haven’t put sun loving plants in the shade, and know what chickens like to eat!)The focus of group work and applied learning of ‘Nature School’ is to encourage critical and creative thinking capabilities. Students, working in small groups must apply their literacy, numeracy, science and design skills to real-life situations. For example, students working out how to attract more birds to the bird bath, or why a plant looks unhealthy. A staff survey on ‘Nature School’ found that 70% of staff noticed that school culture had improved with the introduction of the subject. This is attributed to having a common link between year levels. Student curiosity and confidence have also been improved with the introduction of the subject.  |
| **Scoring rubric- see judging guide for details** |
| **1 Point** | **2 Points** | **3 Points** | .**4 Points** |
| **Connection with Community**: Tell us how the school’s curriculum connects beyond the school gate, with the broader community. **300 words** |
| SAMPLE ENTRY ‘Nature School’ provides hands-on, immersive learning opportunities that encourage students to learn collaboration skills and how to follow an inquiry process. ‘Nature School’ takes place in a school portable on the side of the oval, and over the past 3 years, has grown to include a chicken coop. The kitchen and native gardens are expanding. To help with the improvements to this site, students have been involved in brainstorming ideas and what will work best. To help with this Laura, a Biodiversity Officer at the local council came by to support us in a biodiversity audit, and to explain our results, and what we needed to work on first. Laura suggested that attracting more lizards and frogs would help with biodiversity. Year 5 and 6 students investigated habitats for lizards and frogs and came up with the ideas and designs for a frog bog and a lizard lounge at the back of the Nature School portable. When asked how this project would be implemented and managed, the students made a list of the things required and agreed that a roster of student representatives would check on the habitat each week at Nature School. When Nature School focused on the water module in 2024, we developed a partnership with the River Detectives Program. In 2025, we have kept up our school’s participation in this citizen science project for the health of the local stream. Throughout the program students have collected data and been able to evaluate which behaviours lead to waterway pollution, and what can be done to improve water and habitat quality. Student learning at Nature School also connects to the UN Sustainable Development Goals, with students connecting their knowledge about climate, habitat, biodiversity, waterway health to goals such as Zero Poverty and Zero Hunger (evidenced in curriculum document).  |
| **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 how your school’s curriculum is exemplifying best practice sustainability education at school.Please submit at least ONE media ready photography with signed consent form/s. |
| SAMPLE ENTRYThe introduction of ‘Nature School’ has inspired sustainability to be addressed across all learning areas at our school. In 2025, Nature School focused on the RSS Biodiversity module and students developed their collaboration, critical thinking and creative thinking skills through undertaking biodiversity related actions such as creating habitat for lizards.  |
| **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 |