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| **Emerging School of the Year**  This category celebrates schools that have newly joined the ResourceSmart Schools Program. Using research and data, schools have worked to get started on their sustainability goals.  **Special eligibility: Must have joined ResourceSmart between 1 July 2024 and 9 March OR set a resource baseline for the first time during this period.**  *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* | | | |
| **Working Together:** Tell us about how the school community (school leadership, teachers, staff, students and families) have worked together to begin their ResourceSmart Schools sustainability journey. e.g. What initiatives were undertaken, who participated and what were the outcomes? **300 words** | | | |
| SAMPLE ENTRY  Our journey with ResourceSmart Schools began after our principal identified, together with our school council and staff, the increasing school bills for energy, waste and water.  As an action, our science teacher Jane Smith organised a presentation on her investigation into the ResourceSmart Schools Program. The presentation was attended by staff, school council and parents in the community.  In addition to inspiring the school to signing up to ResourceSmart Schools, the presentation also sparked parent interest in the leaking taps on campus, with a few parents volunteering to fix them.  One of our first steps with ResourceSmart Schools was our school captains (with the guidance from staff) establishing a Student Action Team. This team conducted a water audit of the whole school and developed the school’s action plan. The school captains and Student Action Team presented at our school assembly to raise awareness about what they discovered and the plans, to minimise water wastage in the school  Jane Smith (our science teacher) shared our water action plan with the local council and from there we developed a connection with our local catchment authority. From this relationship we accessed some teaching and learning resources for our local waterways. This gave us the opportunity for the students to be citizen scientists through the River Detectives program and get a better understanding of the health of our waterways. Additionally, the council donated mulch to spread on our gardens so that we could prevent water loss through evaporation.  Thanks to the enthusiasm of our staff, principal, parents, school council and local council we have started our journey in the ResourceSmart Schools program with much momentum. We are now looking to our energy module and have applied to the Green School Building Initiative. | | | |
| **Scoring rubric- see judging guide for details** | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Use of Data and Research:** Tell us about how data and/or research were used to develop the school’s action plan and sustainability targets. **300 words** | | | |
| SAMPLE ENTRY  Our action plan for saving water at our school was informed by several data sources. We entered two years’ billing data and were able to track a steady increase in our water usage and bills.  The maths coordinator downloaded this data and used it as a teaching and learning resource for the year 9 maths classes. The students used information about seasonal patterns and water usage to come up with a hypothesis for increased water usage.  Our Green Team completed our water audit to identify areas for improvement. They designed a survey that asked students about their attitudes and behaviours related to water. *i.e. when you wash your hands, which tap do you use - hot or cold? What have you noticed about water usage at school?* They used the information from the survey as part of the action plan..  Through the relationship with our RSS Facilitator and our local catchment authority, our school also signed up for the Schools Water Efficiency Program (SWEP). This tool gave us access to even more data about daily water usage and we could see when significant spikes in usage were occurring and also that we had several leaks that needed to be addressed. | | | |
| **Scoring rubric- see judging guide for details** | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** |
| **Engagement beyond the school gate:**  Provide evidence of how the school’s sustainability achievements were shared with the community. | | | |
| *Examples include copies of school newsletters, articles on the school website, the school’s sustainability webpage (if applicable), posters or any other communications that highlight the work undertaken by the school.* | | | |
| **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 momentum has been achieved with sustainability projects at your school.  Please submit at least ONE media ready photography with signed consent form/s. | | | |
| **SAMPLE ENTRY**  Our school joined ResourceSmart Schools in July 2024, focusing on the water module. Students, staff, and parents have collaborated to understand our baseline data, identify improvement opportunities, and engage local stakeholders to help improve our water usage. We are building community relationships through citizen science programs like River Detectives to improve local waterway health. | | | |
| **1 Point**  COMPLETE ENTRY with photo and consent form | | No **Points**  INCOMPLETE ENTRY- either consent form or media ready photo not submitted | |