Scoring criteria

For all categories for the ResourceSmart Schools Awards

CDS Vic Excellence Award

This category celebrates schools using the Victoria's Container Deposit Scheme (CDS Vic) to achieve sustainability goals. Through implementing CDS Vic at school, schools are encouraging creativity, innovation and leadership within their school and/or their local community.

Special eligibility: Schools entering this category must be signed up as a 'donation partner' with Victoria's Container Deposit Scheme (CDS Vic) as well as be an active ResourceSmart School

Addressing the school's sustainability goals: Tell us how your school participated in Victoria's Container Deposit Scheme (CDS Vic) and how it has supported your school to achieve its sustainability goals. **300words**

Scoring criteria

1 Point:
- Participation in CDS Vic was limited and did not contribute to specific environmental initiatives.

2 Points
- Participation in CDS Vic contributed to a few environmental initiatives but examples are unclear.
- Basic involvement noted but lacks clarity on effectiveness.

3 Points:
- Participation in CDS Vic effectively contributed to several key environmental initiatives, with specific examples conveyed.

4 Points:
- Participation in CDS Vic was highly effective in achieving multiple environmental initiatives, demonstrating strong support for the school's sustainability mission.
- Clear examples illustrate the substantial impact of engagement on sustainability outcomes.

Challenges and Innovations: Tell us about any key challenges you experienced when implementing the scheme and the strategies you used to overcome them. Please highlight any innovation and creativity when explaining the strategies used. **300 words**

Scoring criteria

1 Point:
- Minimal or unclear description of the challenges faced and unclear how they were addressed.
- Minimal evidence of creativity or innovation in the implementation of CDS.

2 Points:

- Basic challenges mentioned and strategies outlined but lacking detail.
- Some evidence of creativity and innovation in the implementation of CDS.
- Incorporates a few original ideas, but overall approach remains standard.

3 Points:

- Clear evidence of creativity and innovation in the implementation of CDS.
- Utilises several inventive strategies or unique solutions that enhance the overall project.
- Specific examples illustrate a thoughtful and creative approach to implementation.

4 Points:

- High level of creativity and innovation in the implementation of CDS.
- The approach is highly original, showcasing inventive ideas that set it apart.
- Comprehensive examples highlight creative problem solving.

Leadership: Tell us how you have used CDS Vic to encourage or show leadership in your school and/or community. Please highlight examples. **300 words**

Scoring criteria

1 Point:

- Minimal leadership and engagement encouraged or shown through the use of CDS Vic.
- Few or no examples showing how CDS led to increased involvement within the school or community.

2 Points:

- Some evidence of leadership through the use of CDS Vic.
- General sense of engagement within the school or community but lacks specific examples or detailed initiatives.

3 Points:

- Clear demonstration of leadership through the use of CDS Vic.
- Noticeable engagement with the school and/or community, with specific examples highlighting effective initiatives.

4 Points:

- Strong leadership evident in the use of CDS Vic.
- Significant engagement with the school and/or community, showcasing impactful initiatives that enhance involvement.
- Comprehensive examples illustrate a strategic approach to leadership and engagement, leading to meaningful connections.

Summary of Impact: In 50 words or less, please summarize the impact of CDS Vic on your school. Please submit at least ONE media ready photography with signed consent form/s.

Scoring criteria

The RSS Awards Team will ensure that each entrant is eligible for judging by verifying that they have submitted at least one media-suitable photo featuring a recognisable face related to the project, along with the necessary signed consent forms

Campus Infrastructure and Operations School of the Year

This category celebrates schools that have been making significant improvements to their school campus through infrastructure improvements or changes to everyday operations and processes. Informed by data and research, best practice schools work together with their school community and beyond the school gate to achieve their sustainability goals.

Scope of Improvements: Tell us about the environmental sustainability improvements your school has made to your campus infrastructure and/or school operations. E.g. How the project came about? What did you do? Who was involved? Etc. **300 words**

Scoring criteria

1 Point:
- Minimal enhancements to campus infrastructure and/or school operations.
- Changes lack meaningful connections to the school's sustainability goals.

2 Points:
- Noticeable enhancements to campus infrastructure and/or school operations.
- Some alignment with the school's sustainability goals is demonstrated.

3 Points:
- Strong enhancements to campus infrastructure and/or school operations.
- Clear support for the school's sustainability goals is evident, with specific examples of initiatives that have been implemented.

4 Points:
- Extensive and thorough improvements to campus infrastructure and/or school operations.
- Significant advancement of the school's sustainability goals is demonstrated through well-planned, comprehensive initiatives.

Use of Data or Research: Tell us how data and/or research was used to inform these changes. e.g. did you use audits, research, surveys etc.? **300 words**

Scoring criteria

1 Point:
- Minimal use of data or research; changes are primarily based on anecdotal evidence.
- Little to no reference to specific data or metrics.
- The rationale for changes lacks clarity or depth.

2 Points:
- Some use of data or research; basic data informs changes.
- Data application is limited and lacks detailed analysis.
- Connections between data and decision-making are unclear.

3 Points:
- Significant use of data or research; relevant data effectively guides changes.
- Clear connections to outcomes are presented, demonstrating how data influenced decisions.
- The use of data shows a thoughtful approach to addressing sustainability issues.

4 Points:
- Exceptional use of data or research; comprehensive data informs innovative changes.
- Data is thoroughly analysed and used to create measurable impacts.
- Clear articulation of how data-driven decisions led to significant outcomes and improvements.

Impact of Working Together: Tell us about how the school has worked with the student body and/or the broader community on these campus infrastructure and school operations improvements. Please highlight the impact of working together. **300 words**

Scoring criteria

1 Point:

- Minimal collaboration observed, resulting in limited impact.
- Few initiatives involve collaboration, and the effects on the community or school are limited.

2 Points:

- Noticeable collaboration that leads to some impact.
- Several initiatives demonstrate collaborative efforts, with moderate benefits to the school or community.

3 Points:

- Strong collaboration with significant impact.
- Multiple initiatives showcase effective partnerships, leading to meaningful benefits for the school and community.

4 Points:

- Exemplary collaboration with significant impact that extends beyond the school gate.
- Initiatives reflect outstanding teamwork and partnerships that contribute to broader community engagement and benefits.

Summary of Impact: In 50 words or less, please summarise how the improvements made to your infrastructure or school operations have impacted your school in their sustainability goals. Please submit at least ONE media ready photography with signed consent form/s.

Scoring criteria

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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 is happening in their communities.

Upload a curriculum document: Please demonstrate via evidence how your school is addressing sustainability as a cross-curriculum priority.

Scoring criteria

1 Point:

- Minimal integration of sustainability as a cross-curriculum priority with limited documentation.
- Relevance to curriculum goals is unclear, and coverage of topics is insufficient.
- Documentation lacks depth and detail

2 Points:

- Some documentation showing sustainability as a cross-curriculum priority integration.
- Relevance to curriculum goals is apparent, but coverage may be inconsistent or superficial. Basic insights but lacks detail or analysis.

3 Points:

- Detailed documentation of sustainability as a cross-curriculum priority
- Clear relevance to curriculum goals, with thorough coverage of topics.
- Documentation effectively shows connections between concepts and their application.

4 Points:

- Well organised documentation demonstrating clear integration of sustainability as a cross-curriculum priority.
- Highly relevant to curriculum goals and comprehensive coverage throughout.
- Documentation highlights the curriculum's effectiveness and applications of concepts.

Creativity and Innovation in Sustainability Approach: Tell us how sustainability, a cross-curriculum priority is reflected across learning areas. Please highlight any creative and innovative approaches your school has adopted in its sustainability curriculum design and delivery. **300 words**

Scoring criteria

1 Point:

- Sustainability as a cross-curriculum priority not apparent in learning areas, appears stand alone
- Minimal creativity and innovation in sustainability curriculum design.

2 Points:

- Sustainability as a cross-curriculum priority apparent in some learning areas
- Some creativity and innovation present in the curriculum.

3 Points:

- Creativity and innovation evident in sustainability curriculum design and apparent in many learning areas.
- Regular implementation of creative and innovative approaches that demonstrate effective new methods.

4 Points:

- Creativity and innovation showcased across curriculum.
- Approaches are integrated, highlighting original and impactful methods in design and delivery.

- The curriculum serves as a model for creativity or innovation, inspiring both students and educators in the field of sustainability.

Connection with Community: Tell us how the school's curriculum connects beyond the school gate, with the broader community. **300 words**

Scoring criteria

1 Point:
- Minimal connection to community resources or organizations.
- Little to no evidence of collaboration or integration, resulting in a limited impact on the community.
- Initiatives show little relevance or application to real-world contexts.

2 Points:
- Basic connection to community resources.
- Some links established, but the integration lacks depth and breadth.
- Initiatives demonstrate limited relevance to real-world applications.

3 Points:
- Significant connection to community resources and organizations.
- Well-integrated initiatives that reflect real-world applications and demonstrate clear benefits to the community.
- Evidence of collaboration resulting in meaningful contributions to the local context.

4 Points:
- Comprehensive connection with extensive and impactful integration into community resources and organizations.
- Initiatives showcase exemplary collaboration, leading to significant benefits and enhancements within the community.
- Strong documentation and evidence detailing the significance of these connections on student learning.

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.

Scoring criteria

The RSS Awards Team will ensure that each entrant is eligible for judging by verifying that they have submitted at least one media-suitable photo featuring a recognisable face related to the project, along with the necessary signed consent forms

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 2025 and 9 March 2027 OR set a resource baseline for the first time during this period.

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**

Scoring criteria

1 Point:
- Minimal collaboration among the school community to address sustainability issues.

2 Points:
- Noticeable collaboration among some members of the school community to address sustainability.
- A few members of the school community participate, but efforts lack coordination and overall impact is limited.
- Collaboration is present but does not significantly enhance sustainability initiatives.

3 Points:
- Strong collaboration among multiple stakeholders within the school community focused on sustainability.
- Coordinated efforts lead to meaningful outcomes and demonstrate active engagement.
- Evidence of effective practices that contribute positively to sustainability initiatives.

4 Points:
- Exemplary collaboration with significant impact on sustainability efforts.
- All key stakeholders are deeply engaged and demonstrate highly effective practices.
- Initiatives showcase a comprehensive approach, resulting in substantial enhancements to sustainability initiatives across the school community

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**

Scoring criteria

1 Point:
- Minimal use of data in developing the school's action plan and sustainability targets.
- Changes are primarily based on anecdotal evidence, with little to no reference to research or data-driven insights.

2 Points:
- Some use of basic data to inform the development of the school's action plan and sustainability targets.
- Data may be limited or superficial, resulting in a general understanding of sustainability needs.

3 Points:
- Significant use of relevant data to develop the school's action plan and sustainability targets.
- Data-driven insights inform decisions, leading to well-defined and actionable sustainability initiatives.

4 Points:

- Exceptional use of comprehensive data to inform the development of the school's action plan and sustainability targets.
- Extensive analysis of data leads to well-supported decisions and clear, measurable goals for sustainability initiatives.

Engagement beyond the school gate: Provide evidence of how the school's sustainability achievements were shared with the community. **300 words.**

Scoring criteria

1 Point:
- Minimal collaboration with the community regarding sustainability goals.

2 Points:
- Some collaboration with the community, marked by occasional involvement.
- Community engagement shows moderate impact on sustainability goals, but efforts may be inconsistent.

3 Points:
- Clear benefits to sustainability goals are evident through consistent involvement of community members and organizations.
- Initiatives reflect a commitment to fostering partnerships that enhance sustainability efforts.

4 Points:
- Significant advancements in sustainability goals result from strong community engagement and involvement.
- Initiatives demonstrate a high level of cooperation and collective action, showcasing significant effects on sustainability at school.

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.

Scoring criteria

The RSS Awards Team will ensure that each entrant is eligible for judging by verifying that they have submitted at least one media-suitable photo featuring a recognisable face related to the project, along with the necessary signed consent forms

School Volunteer of the Year

This category celebrates the contributions of school volunteers who gift their time and expertise to contribute to sustainability outcomes at school. As members of the community, the role of school volunteers is valuable in connecting the school with beyond the school gate.

Special eligibility: Individual or group must not be remunerated for their time.

Contribution to School's Sustainability Goals: Tell us about this individual/group. How are they contributing to your school's sustainability goals? Please highlight skills, knowledge, or outcomes. **300 words**

Scoring criteria

1 Point:
- This individual or group contributes little to the school's sustainability goals.
- Their efforts have minimal effect, showing little progress.
- Their work is inconsistent or not relevant to the sustainability objectives.

2 Points:
- The individual or group makes noticeable contributions to the school's sustainability goals.
- Their involvement has some impact, though it might be limited.
- Their contributions show potential but do not fully align with the broader sustainability initiatives.

3 Points:
- This individual or group makes strong contributions to the school's sustainability goals.
- Their work significantly impacts the sustainability program and aligns well with the goals. Their contributions are consistent and meaningful, helping to advance sustainability efforts.

4 Points:
- The individual or group makes exceptional contributions to the school's sustainability goals.

  Their work is highly impactful, leading to major positive results for the sustainability program.
- They show leadership and creativity, inspiring others and promoting a culture of sustainability in the school.

Engagement with the Broader Community: Explain how this individual/group has been working with the broader community to enhance the sustainability program at your school. **300 words**

Scoring criteria

1 Point:
- This individual or group has fostered minimal connection with the broader community.
- Engagement is limited or non-existent, resulting in little to no impact on community relations.
- Efforts do not contribute to building a supportive network or enhancing community involvement.

2 Points:
- This individual or group has fostered some connection with the broader community.
- There is occasional engagement, but it lacks depth and consistency, leading to moderate impact.
- Connections are beginning to form but do not fully leverage community resources or support.

3 Points:
- This individual or group has fostered strong connections with the broader community.
- Engagement is regular and effective, leading to meaningful partnerships and collaborations.

- Connections support mutual benefits and contribute positively to community involvement and initiatives.

4 Points:
- This individual or group has fostered extensive and impactful connections with the broader community.
- Engagement is deep and strategic, resulting in significant collaboration and support for community goals.
- Their efforts exemplify leadership in building a strong, interconnected network that enhances overall community impact.

Impact on Sustainability Knowledge and Practice: Explain the impact of the work of this individual/group and how it enhanced sustainability knowledge and practice for students/teachers. **300 words**

Scoring criteria

1 Point:
- This individual or group has had minimal impact on the school's sustainability knowledge and practice.
- Contributions are limited and do not enhance understanding or implementation of sustainability initiatives.
- Efforts fail to inspire or engage others in sustainability concepts or actions.

2 Points:
- This individual or group has had a noticeable impact on the school's sustainability knowledge and practice.
- Contributions lead to some improvements in awareness and implementation of sustainability initiatives.
- Engagement is evident but may lack depth or consistency in influencing broader practices.

3 Points:
- This individual or group has had a significant impact on the school's sustainability knowledge and practice.
- Contributions effectively enhance understanding and foster active participation in sustainability initiatives.
- Engagement demonstrates clear improvements in both knowledge and application of sustainable practices.

4 Points:
- This individual or group has had a major impact on the school's sustainability knowledge and practice.
- Contributions are transformative, significantly advancing understanding and implementation of sustainability initiatives.
- Their efforts inspire widespread engagement and foster a strong culture of sustainability within the school.

Summary of Impact: In 50 words or less, please summarise the impact of this individual or group on the school's sustainability goals. Please submit at least ONE media ready photography with signed consent form/s.

Scoring criteria

The RSS Awards Team will ensure that each entrant is eligible for judging by verifying that they have submitted at least one media-suitable photo featuring a recognisable face related to the project, along with the necessary signed consent forms

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.

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**

Scoring criteria

1 Point:

- The student action team's contributions to sustainability at school are unclear.
- The student action team's engagement with the school on sustainability initiatives is limited.

2 Points:

- The student action team has noticeably contributed to sustainability at school.
- Some of the student action team's activities are innovative.
- Contributions show potential, but there is room for improvement in engagement and effectiveness.

3 Points:

- The student action team has made significant contributions to sustainability at school.
- Their activities are innovative and demonstrate effectiveness in promoting sustainability initiatives.
- Engagement with the school community is evident, leading to meaningful outcomes.

4 Points:

- The student action team has made exemplary contributions to sustainability at school.
- Their comprehensive and innovative activities have had a substantial impact on sustainability efforts.
- Engagement is high, and their initiatives inspire others, fostering a strong culture of sustainability within the school.

Working Together: Tell us about how the team works within your school and the broader community to encourage and promote sustainability. **300 words**

Scoring criteria

1 Point:

- The amount in which student action team promotes sustainability to the school or local community is unclear.
- Initiatives are limited in scope and do not effectively engage or inform others about sustainability.
- There is little outreach or collaboration with the broader community.

2 Points:

- The student action team demonstrates some efforts to promote sustainability within the school and the broader community.
- Activities are present but may lack depth or widespread engagement.
- Contributions show potential but do not significantly influence sustainability awareness or practices.

3 Points:

- The student action team demonstrates leadership at school with significant efforts to promote sustainability to the broader community.
- Initiatives are effective and engage various stakeholders.

- Leadership is evident, and the team actively inspires others to participate in sustainability efforts.

4 Points:

- The student action team demonstrates exemplary leadership in promoting sustainability both at school and in the broader community.
- Their efforts are comprehensive, innovative, and have a substantial impact on sustainability practices.
- The team effectively engages a wide audience, fostering a strong culture of sustainability and inspiring action beyond the school.

Upload Evidence of Students Work: Please provide evidence of the work carried out by your student action team

Scoring criteria

1 Point:

- The evidence provided is minimal and lacks clarity or relevance to the student action team's work.
- There is little connection between the evidence and the sustainability goals or initiatives.

2 Points:

- The evidence provided shows some activities but lacks depth and specific details related to the team's impact.
- Documentation may highlight a few initiatives but lacks comprehensive analysis or outcomes.

3 Points:

- The evidence provided is clear and demonstrates significant activities and achievements of the student action team.
- There is a clear connection between the activities presented and the positive outcomes achieved.

4 Points:

- The evidence provided is comprehensive, showcasing exemplary activities and substantial achievements of the student action team.

Summary of Impact: 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

Scoring criteria

The RSS Awards Team will ensure that each entrant is eligible for judging by verifying that they have submitted at least one media-suitable photo featuring a recognisable face related to the project, along with the necessary signed consent forms

Teacher of the Year

This category celebrates sustainability educators who are embedding sustainability into the school's curriculum and activities, fostering connections beyond the school gate, and contributing to tangible impacts on the school's sustainability program.

Best Practice Sustainability Educator: Tell us about this educator or teaching team. How do they demonstrate best practice in sustainability education at school? Please highlight the impact of this educator or teaching team on the school's sustainability program. **300 words**

Scoring criteria

1 Point:

- It is unclear how this individual or group demonstrates best practice in sustainability education.
- Their contributions have limited impact on the school's sustainability program and do not effectively engage students or staff.

2 Points:

- Contributions lead to some impact on the school's sustainability program, though engagement may be inconsistent.

3 Points:

- Their contributions have a significant impact on the school's sustainability program, fostering engagement and awareness.

4 Points:

- Their work is highly impactful, significantly enhancing the school's sustainability program and inspiring others.
- They serve as a model for excellence in sustainability education, promoting a culture of sustainability within the school community.

Embedding Sustainability in Curriculum and Activities: Tell us about how this educator or teaching team is embedding sustainability into the curriculum and/or school activities and practices. Please highlight any creative and innovative approaches to sustainability education. **300 words**

Scoring criteria

1 Point:

- The way in which this individual or group embeds sustainability in the curriculum and/or school activities, is unclear.
- Creativity and innovation are limited or unclear.

2 Points:

- This individual or group has noticeably linked sustainability within the curriculum and/or school activities.
- Some creative approaches are present, but they may not fully engage students.

3 Points:

- This individual or group has embedded sustainability throughout the curriculum and/or school activities.
- They demonstrate significant creativity and innovation in their approaches, effectively engaging students.

4 Points:

- This individual or group has comprehensively embedded sustainability throughout the curriculum and/or school activities.

- Their work showcases exceptional creativity and innovation in sustainability education, inspiring others to participate.
- The integration of sustainability concepts is comprehensive, significantly enhancing the educational experience and promoting a culture of sustainability.

Connection with Community: Tell us how this educator or teaching team is connecting the student body with the broader community on sustainability projects. Please highlight the impact of these connections. **300 words**

Scoring criteria

1 Point:
- The amount to which this individual or group has fostered a connection between the student body and the community regarding sustainability projects is unclear.

2 Points:
- This individual or group has fostered some connection between the student body and the community on sustainability projects.
- While there are efforts to engage, the impact of these connections is not known.

3 Points:
- This individual or group has fostered strong connections between the student body and the community through meaningful sustainability projects.
- Engagement is notable, leading to significant impact on both the student body and the community.

4 Points:
- This individual or group has fostered extensive and impactful connections between the student body and the community on sustainability projects.
- The partnerships inspire broader participation and create a lasting positive impact on sustainability efforts.

Summary of Impact: In 50 words or less, please summarise the impact of this educator or teaching team on sustainability education at your school**.** Please submit at least ONE media ready photography with signed consent form/s

Scoring criteria

The RSS Awards Team will ensure that each entrant is eligible for judging by verifying that they have submitted at least one media-suitable photo featuring a recognisable face related to the project, along with the necessary signed consent forms

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.

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.**

Scoring criteria

1 Point:

- It is unclear how the school is undertaking sustainability action.
- There is little demonstration of changes in campus operations or practices to reflect sustainability goals.

2 Points:

- The school is undertaking some sustainability initiatives, but they are underdeveloped.
- There are noticeable efforts being made to the sustainability of campus infrastructure or school operations.

3 Points:

- The school is undertaking several sustainability initiatives that are well-defined and actively implemented.
- Clear efforts are made to enhance sustainability on campus and within school operations, leading to measurable outcomes.

4 Points:

- The school is undertaking comprehensive sustainability initiatives with multiple well-established actions.
- These initiatives are fully integrated into campus operations and the school culture, demonstrating a strong commitment to sustainability.

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**

Scoring criteria

1 Point:

- It is unclear how the school demonstrates innovation, creativity, or leadership in sustainability.
- There is little evidence of a strategic or proactive approach to enhancing sustainability practices.

2 Points:

- The school exhibits some innovative or creative initiatives in sustainability, but they are underdeveloped.
- Leadership is present but may lack clarity or direction, resulting in limited impact on sustainability efforts.

3 Points:

- The school showcases multiple examples of innovation and creativity in sustainability initiatives.
- There is clear evidence of strong leadership guiding these efforts, fostering engagement and participation from the school community.

4 Points:
- The school exemplifies outstanding innovation, creativity, and leadership in sustainability.
- Initiatives are comprehensive, impactful, and serve as models for others, demonstrating exceptional commitment to sustainability.
- Leadership actively encourages collaboration, inspires the community, and leads to significant advancements in sustainability practices.

Embedding Sustainability into Curriculum: Please attach evidence to demonstrate how your school embeds sustainability into the curriculum.

Scoring criteria

1 Point:
- The way in which the school curriculum addresses sustainability is unclear.
- Documentation is limited, lacking clarity and relevance, with insufficient coverage of sustainability topics.
- Connections to sustainability are superficial and do not effectively support educational objectives.

2 Points:
- The school curriculum has noticeable integration of sustainability concepts.
- Some documentation is provided, showing relevant connections, but coverage may be inconsistent or underdeveloped.
- Efforts demonstrate potential but do not fully engage students in sustainability learning.

3 Points:
- The school curriculum has strong integration of sustainability concepts.
- Detailed documentation is present, clearly illustrating relevance and providing consistent coverage of sustainability topics.
- Connections to sustainability enhance the educational experience and foster student engagement.

4 Points:
- The school curriculum has comprehensive integration of sustainability concepts throughout.
- The curriculum effectively promotes a deep understanding of sustainability, inspiring students and aligning with broader educational goals.

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**

Scoring criteria

1 Point:
- It is unclear how the school works with the local community regarding sustainability and/or sustainability education.
- There is a lack of partnerships or coordinated efforts that promote sustainability.

2 Points:
- The school has collaborated on occasional joint efforts within the school and the local community.
- Efforts are present but lack depth, resulting in moderate impact on sustainability and/or sustainability education.
- Collaborations do not consistently leverage community resources or support.

3 Points:
- The school has had strong collaboration with regular and effective joint efforts within the school and the local community.

- Clear benefits for sustainability and/or sustainability education are evident through these partnerships.

4 Points:

- The school has impactful partnerships within the school and the local community, significantly advancing sustainability and or sustainability education.
- The school actively cultivates partnerships that inspire participation and promote a strong culture of sustainability and learning both at school and beyond the school gate.

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**

Scoring criteria

1 Point:

- It is unclear how the school works with other schools on sustainability and/or sustainability education.
- There is a lack of partnerships or coordinated efforts that promote sustainability between schools.

2 Points:

- The school has collaborated on occasional joint efforts with other schools on sustainability and/or sustainability education.
- Collaborative initiatives may exist but do not fully utilise the potential for shared resources or knowledge.

3 Points:

- The school has had strong collaboration with regular and effective joint efforts with other schools on sustainability and/or sustainability education.
- Clear benefits for sustainability and/or education are evident through these partnerships, fostering meaningful engagement.
- Collaborative projects demonstrate commitment to enhancing sustainability practices and educational opportunities across schools.

4 Points:

- The school has had extensive collaboration with deep and impactful partnerships with other schools.
- These efforts significantly advance sustainability and/or education
- The school actively cultivates relationships that inspire collective action and promote a robust culture of sustainability and learning among schools.

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.

Scoring criteria

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