**SUSTAINABLE SCHOOLS WA**

**SUSTAINABILITY/EDUCATION for SUSTAINABILITY**

**KEY ELEMENTS RUBRIC – COMMUNITY**

**AUSTRALIAN/WESTERN AUSTRALIAN CURRICULUM**

***Key Organising Idea(s):*** 6. The sustainability of ecological, social and economic systems is achieved through informed individual and
community action that values local, global equity and fairness across generations into the future.

***Key General Capabilities:*** Critical and creative thinking; ethical understanding; personal and social competence.

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|  | **EMERGING** | **DEVELOPING** | **ESTABLISHED** | **EMBEDDED** |
| **Student voice and engagement** | Individual staff recognise the importance of student voice and engagement in education for sustainability. | A number of staff actively encourage students to participate in decision-making processes related to education for sustainability. | The school supports student engagement with decision-making processes related to education for sustainability. | The school actively encourages student analysis of sustainability issues and supports student action, as appropriate. |
| **School networks** | Occasional links are made with other schools to share resources and discuss activities related to education for sustainability. | One or more teachers has teamed up with another school to carry out education for sustainability activities. | The school has an ongoing relationship with one or more schools in support of education for sustainability activity. | The school is part of a network of schools that has a key focus on education for sustainability. |
| **Community networks and partnerships** | The school communicates with parents about some education for sustainability activities. | Parents are involved in the school’s education for sustainability activities. | Staff, parents and students contribute to planning and implementing education for sustainability activities. | Staff and students work with parents and community members through community projects and partnerships. |
| **Recognition and promotion** | An individual, class or group has been acknowledged for education for sustainability activity at an assembly and/or in a school newsletter. | An individual, class or group has been acknowledged for education for sustainability activity within the broader local community. | The school has been acknowledged within the local community for identifying and addressing specific local sustainability issues. | The school is widely recognised for its whole school focus on, and leadership in, education for sustainability. |