

SUSTAINABLE SCHOOLS WA

SUSTAINABILITY/EDUCATION for SUSTAINABILITY (Efs)

KEY ELEMENTS RUBRIC – LEADERSHIP



AUSTRALIAN/WESTERN AUSTRALIAN CURRICULUM

Key Organising Idea(s): 4. World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability; 7. Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

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

	STARTING	ESTABLISHING	ACHIEVING	EXCELLING
Visioning	An individual or group is looking at the role a class or classes could play in sustainability.	The school community has begun a process to develop a whole-school vision for EfS.	Activities, policies and decision-making in the school community reflect its established vision.	The school has a well developed culture of sustainability, with actions and outcomes that reflect its established vision and inform future directions.
Governance	An individual or group is working to build support for sustainability to be a key context for learning across the school community.	Teachers and administrators are working to establish sustainability as a key context for learning across the school community.	The whole school community, including parents, are involved in ongoing processes to support EfS.	The school provides community leadership and support in EfS. It acts as a 'community hub' for learning for sustainability.
Planning	Individual planning includes evidence of EfS considerations.	EfS is becoming part of whole school planning.	EfS is an integral component of whole school planning.	EfS is a driver for school planning. Staff and parents support and engage with school sustainability practices.