**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.

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|  | **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 providescommunity 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. |