

Reef Guardian Awards

Please use the judging criteria as a guide for writing your submission/s. Schools can enter as many award categories as they wish. Remembering that **each school can only win one award**.

“Ripples of Change” funding support applications will be assessed separately to Reef Guardian Award submissions.

Please try and keep submissions to no more than two A4 pages. Use bullet points for brevity where possible. DVD’s, CD’s and movie files are encouraged as are supporting photos.

School Details

Reef Guardian Coordinator Name/s:

Name of School:

Phone:

Email:



Reef Guardian Schools Award Criteria

Reef Guardian Champions Award *for mentoring or facilitating higher learning*

This award recognises the efforts of Reef Guardian Schools and/or co-ordinators that use their time, knowledge, enthusiasm and resources to showcase the Reef Guardian Schools programme in public arenas such as youth forums, congresses and workshops.

This award is also designed to recognise sister school programmes and mentoring programmes that are set up to promote knowledge and understanding between schools that share common goals. These goals may include:

- Youth forums, congresses and workshops, both the participation in and the facilitation of these days on behalf of Reef Guardian Schools.
- Sister schools programmes, either within your local area, between schools in Queensland, interstate or even internationally.
- Local area school mentoring programmes, including hosting school excursions, online learning and/or teaching schools in your area about your Reef Guardian Schools programme.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|------------------------|
| School has facilitated or participated in youth forums, congresses, eco-challenges and/or workshops in their regional area. | |
| School has shown initiative in developing a sister school programme, either within Australia or internationally. | |
| School has developed a local area networking system to share thoughts, ideas and resources. | |
| School has established collaborative relationships with other schools in their region. Assisting them to set up their own projects, or allowing them to participate in your Reef Guardian projects. | |
| Mentoring or facilitation project shows great initiative and enterprise. | |
| School has raised awareness within their school and local community about their Reef Guardian project/activities. The school has shared information about their Reef Guardian projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Sea ‘Stars’ Award *for youth directed and owned activities*

This award recognises outstanding accomplishment in activities initiated and/or implemented by students. A key priority is a high level of student independence in activity and enterprise.

The Reef Guardian Schools programme looks for evidence of students input to environmental, conservation, safety, cultural and health issues at, or associated with, the school, including:

- Do you have any outstanding youth leaders in the programme? Here is your chance to recognise them!
- Student ownership of the project is crucial for this award. How have they managed the project? How have they proven their self-sufficiency?
- Enthusiasm and initiatives are highly sought skills. How have your students impressed YOU in this programme?

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|------------------------|
| Students identified environmental issue/s within their school or local area. Students have summarised the issues and discussed potential solutions. | |
| Students have developed ownership of their project/s and have project managed the development and implementation of related activities. | |
| Students have collected information (e.g. in audits or surveys) about the issue/s to assist in problem solving. | |
| Students have analysed their work in some way to determine the effectiveness of their actions and modified the project if need be. | |
| Students have evaluated their projects allowing conclusions and comparisons to be used to improve next year’s projects. | |
| School has raised awareness within their school and local community about their Reef Guardian project/activities. The school has shared information about their Reef Guardian projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Waste Watchers Award *for reducing, reusing and recycling*

This award recognises outstanding accomplishment in resource conservation and waste management at school. Reef Guardians are encouraged to ‘do your bit to look after it’ – what is your school doing?

Some initiatives include:

- Plastic minimisation including the production and promotion of the use of non-plastic bags such as the Reef Guardian Schools calico bags.
- Collection and appropriate disposal of non-recyclable materials.
- Mulching and reuse of suitable green waste.
- Composting and/or chook farming to reduce food scrap waste.
- Collection and reuse/recycling of glass, paper, cardboard, aluminium, steel and/or plastics.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|---|-------------------------------|
| School has identified waste management issues within their school or local area. Students have summarised the critical issues and brainstormed to develop potential solutions to waste management at school. | |
| Students have collected information (e.g. in audits or surveys) to assist in solving the problem of waste management. School uses audit results to demonstrate reduced gross tonnage of materials collected from the school that is making its way to landfill sites. | |
| Students have embraced projects such as plastic bag minimisation. Students ensure the proper placement, collection and/or disposal of non-recyclable materials and try to minimise their use. | |
| Students have devised new and innovative ways in which to REFUSE, REDUCE, REUSE AND RECYCLE. They reuse or recycle glass, paper, cardboard, aluminium etc... and ensure these products are collected and sent to the appropriate facility. | |
| Students help with or promote the mulching of green waste for use in gardens/grounds. Students assist in the composting, chook or worm farming to reduce food scrap waste. | |
| School has raised awareness within their school and local community about their waste management project/activities. The school has shared information about their waste management projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Water Warriors Award *for water conservation or water quality improvement*

This award recognises outstanding accomplishment in the conservation of water or the improvement of local water quality by being involved with such activities as:

- Stormwater improvements such as drain stencilling and cleaning of drains, as well as initiatives to reduce the water load entering the stormwater system by improving the percolation capacity of the school grounds.
- Water conservation strategies including use of aqua clics, reviewing tap practices or procedures, and not wasting water.
- Ensuring that the grounds of the school are water friendly by planting water-wise plants and only watering at night or early morning.
- Water quality improvements in your local area that can include such activities as adopting a local waterway.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|-------------------------------|
| School has identified water management issues within their school or local area. Students have summarised the critical issues and brainstormed to develop potential solutions to water management at school. | |
| Students have collected information (e.g. in audits or surveys) to assist in solving the problem of water management. School uses audit results to demonstrate reduced kilolitre usage of water within the school. | |
| Students have actively participated in stormwater improvements such as drain stencilling and stormwater quality improvement activities. | |
| Students have assisted in ensuring that the school grounds are water friendly and water-wise by applying appropriate strategies. | |
| Students have participated in and encouraged water conservation strategies at home and at school. School has devised a new or useful slogan to help students remember to reduce water use. | |
| School has raised awareness within their school and local community about their water reduction project/activities. The school has shared information about their water reduction projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Learning Legends Award *for outstanding education in the classroom arena*

This award recognises outstanding initiatives in environmental and reef related education in the schools classrooms.

Reef Guardian Schools programme looks for pedagogical performances of outstanding merit including:

- Implementation of the Reef Ed website and its associate teaching units and challenge cards into the curriculum, as well as evidence of looking ‘outside the square’.
- Proof of programming prowess by teaching staff.
- Classroom creativity, including creating new concepts, slogans and/or class trips.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|---|-------------------------------|
| School has identified multiple Key Learning Areas in which the students can link their Reef Guardian projects/activities with in-class learning. | |
| Students have used an enquiry approach to investigating environmental/reef related topics. Students have effectively planned their own investigations and determined appropriate methodology to answer their questions. | |
| Students have demonstrated understanding of concepts via multiple intelligences. Students have planned, implemented and evaluated the effectiveness of a variety of tasks as an individual and as a member of a team. | |
| School has incorporated special reef related environmental days, programmes and events into the school curriculum. | |
| Students have used creativity and imagination in the analysis of environmental issues/impacts and the development of possible solutions. | |
| School has raised awareness within their school and local community about their Reef Guardian project/activities. The school has shared information about their Reef Guardian projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Action and Adventures Award *for action in the field*

This award recognises outstanding accomplishments by the school and students participating in activities in your local area.

The Reef Guardian Schools programme recognises it takes collective efforts to achieve great things, and this award recognises partnerships, project planning and positive outcomes through:

- On-the-ground projects – *whatever they may be....* Tell us what you have been up to!
- What kind of results have you enjoyed? Describe or show us your before and after project results.
- What kinds of planning went into this? Did you suffer challenges/hardships?

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|---|-------------------------------|
| School has considered development of the school grounds in terms of the impact it might have on local environments and the Reef. | |
| Students have developed project management plans (appropriate to age level) to actively improve their grounds and surrounding areas. | |
| Students have introduced responsible practices into the school grounds and actively promoted those practices. | |
| Students have used the Reef Guardian School Programme as an outdoor environmental education exercise. Students have used this opportunity to embrace their local environments and understand their local ecosystems better. | |
| Students have evaluated their work allowing conclusions and comparisons to be used to improve next years on-ground action projects. | |
| School has raised awareness within their school and local community about their on-ground project/activities. The school has shared information about their on-ground projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Community Connection Award *for reaching out to your local community*

This award recognises outstanding accomplishment by a school and students participating in the broader community.

The Reef Guardian Schools programme looks for evidence of positive, demonstrated community education outcomes including:

- Projects that involve your community.
- Environmental education/awareness days.
- Results that can be seen by your local community.
- Other ways to reach out and educate the community.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|-------------------------------|
| Students have initiated an environmental education project that is new to their school and local community. | |
| Students have developed innovative methods of information sharing within their school and to their local community. | |
| Students have used various mediums for message delivery such as newsletters, drama, dance, art, music, technology or other creative forms. | |
| Students have developed and maintained an ongoing connection with the local community. | |
| School has involved local community members in their action projects and resource management plans. Students have relayed their knowledge of reef protection and conservation to their school and community effectively. | |
| Through the Reef Guardian projects/activities community members have seen improvements in environmental attitudes and peoples behaviours in regard to environmental protection. | |



Reef Guardian Schools Award Criteria

Habitat Heroes Award *for outstanding improvement in your local environment*

This award recognises your schools commitment to improving your local environments. These might include:

- Adopt an area (i.e. beach/stream/forest) programmes.
- Improving biodiversity in your local area or school grounds.
- Clean up days either in your school or local community.
- Improving your school grounds, especially by increasing the presence of endemic species and creating water-wise grounds.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|-------------------------------|
| School has identified critical habitat issues within their school or local area. Students have summarised the critical issues and brainstormed to develop potential solutions to habitat management in their local area. | |
| Students have collected information (e.g. in audits or surveys) to assist in solving the problems and issues related to habitat monitoring and/or management. | |
| Students have used appropriate fauna and flora research techniques to assess their local area and to have generated or worked with baseline data to assess changes and/or impacts. | |
| Biodiversity has been targeted as part of the programme and students are actively working to improve it in their school ground and/or local area. | |
| School has adopted a local area and can show ecosystem improvements over the duration of the project. | |
| School has raised awareness within their school and local community about their Reef Guardian project/activities. The school has shared information about their Reef Guardian projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

‘r-Amp It Down’ Award *for reducing your ecological footprint*

This award is intended to recognise efforts by schools to reduce energy consumption by introducing energy smart initiatives. These might include:

- Evidence of a reduction in energy consumption (e.g. power usage comparisons or dollar value comparisons).
- Results of energy audits for your school.
- Plans/processes e.g. no using air conditioning in winter.
- Clever use of natural heating/cooling and/or lighting.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|------------------------|
| Energy consumption and reduction has been identified as an issue within the school. Students have summarised the critical issues and brainstormed to develop potential solutions to energy reduction in school. | |
| Students have collected information (e.g. in audits or surveys) to assist in solving the problem of energy reduction in school. School uses audit results to demonstrate reductions in the use of energy within the school. | |
| Students have initiated an energy saving project that is new or shows great initiative and enterprise relating to energy reduction in school. Students have participated in and encouraged energy conservation strategies at school and at home. | |
| School has implemented new energy smart initiatives. Students have developed energy saving slogans and mottos that have been promoted in school and the local community. | |
| Students have evaluated their energy saving project and determined the effectiveness of their actions allowing for comparisons and conclusions to be made. | |
| School has raised awareness within their school and local community about their energy saving project/activities. The school has shared information about their energy saving projects/activities with the GBRMPA. | |



Reef Guardian Schools Award Criteria

Bright Sparks Award *for creativeness, inventiveness and innovations*

This award is intended to reward the Reef Guardian School that shows outstanding insight and inspiration in *any* area of Reef Guardianship. This may include:

- Original ideas put into play in any area of the Reef Guardian Schools programme.
- New forward thinking concepts or contraptions.
- Inventions and innovations that assist in achieving benefits and outcomes in the Reef Guardian Schools Programme.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|--|------------------------|
| Students demonstrate outstanding inventiveness in overcoming challenges or difficulties within any Reef Guardian project/activity. | |
| Demonstrated originality shown in thought development and conceptual process. | |
| Students have developed project management plans (appropriate to age level) to ensure project success. | |
| Effectiveness of inventions and/or innovations implemented is evident within Reef Guardian projects/activities. | |
| Resourcefulness, imagination, inventiveness and originality are attitudes being fostered and demonstrated amongst students as part of the Reef Guardian Schools programme. | |
| School has raised awareness within their school and local community about their Reef Guardian project/activities. The school has shared information about their Reef Guardian projects/activities with the GBRMPA. | |



Ripples of Change

Funding proposal submissions

What could your Reef Guardian School programme do with a cash injection?

How would you use up to \$500 to most benefit your Reef Guardian Schools Programme?

We would like to support your future projects. Please outline a project that you have in mind for the future, and in what way you would utilise a grant from us if you were to receive one.

Some ideas might be to purchase field equipment to further facilitate achieving curriculum outcomes, or for materials to build a chook shed, or for trees to help revegetate a local area, or for a freestanding display board for educating the community about your work as a Reef Guardian School. Be creative, yet realistic!

Please try and keep funding proposals to no more than two A4 pages. Use bullet points for brevity where possible. Please include a cost breakdown of how the \$500 would be spent or how it would contribute to a larger project.

| <i>Judging Criteria</i> | <i>Judges Comments</i> |
|---|------------------------|
| Project is clearly defined including the overall goal. | |
| The necessity for the project has been appropriately justified. | |
| Project has been fully and realistically costed. | |
| “In-kind” contributions have been considered from Local Council, Natural Resource management Agencies, community groups and other linked organisations. | |
| Other forms of funding have been considered including fundraising. (Please provide examples) | |
| Project has merit and suitably reflects the aims of the Reef Guardian Schools programme. | |

