



**ResourceSmart
Schools**

Sustainability Education and Student Wellbeing

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The background of the slide is a photograph of a terrarium. It features a dark, textured surface covered with vibrant green moss. A thin, light-colored stick or branch is positioned vertically in the upper left. A translucent, light-colored object, possibly a piece of paper or a small container, is partially visible on the right side. The overall scene is softly lit, creating a natural and serene atmosphere.

ResourceSmart Schools

Being a ResourceSmart School has given us the opportunity to make the world a better place and safer to live in. (Year 7 student)



Sustainability
Victoria



ResourceSmart Schools and Wellbeing Impacts

Conducted by the Australian Council for Education Research (ACER)

The study aimed to:

- investigate the intersection between wellbeing and sustainability education
- conduct a wellbeing survey of Victorian schools implementing ResourceSmart Schools
- develop a ResourceSmart Schools wellbeing framework

Student wellbeing

Defined as:

- the ability to successfully, resiliently, and innovatively participate in the routines and activities important in a school-context (Weisner, 1998, p.75); and
- consisting of five domains: physical, psychological, cognitive, social, and economic wellbeing (Pollard & Lee, 2002, p.1).

Literature review

Limited literature available on the impact of school-based environmental sustainability programs on student wellbeing, beyond school gate programs.



- Reports collected from RSS leaders, teachers and students in Victorian schools provided *evidence of a relationship between the RSS program and student wellbeing*.
- Students' views about environmental sustainability in their schools were highly positive:
 - › **students agreed** or strongly agreed that their school cares about the environment.
 - › students in highly engaged **RSS schools were more likely to agree** that their school was environmentally sustainable and that they actively engaged in sustainability activities.
- RSS leaders reported that the **Waste and Biodiversity modules were the strongest contributors** to promoting whole-school wellbeing.

Overall, student's responses suggest that ***'having the RSS program in their school had a positive impact on their wellbeing and the wellbeing of their community'***.

Positive school community	Student social and emotional development	Engaging families	Students experiencing difficulties
<ul style="list-style-type: none">• Bringing the community together• Empowering students to lead• Care for the environment	<ul style="list-style-type: none">• Community building, student leadership, student agency• School garden and connectedness to nature	<ul style="list-style-type: none">• Garden programs, helping out with the school grounds• Nude food and food waste reduction	<ul style="list-style-type: none">• Alternative opportunities to experience success• Develop independence and student agency• A safe and calming place

This makes me feel so proud of what I am doing and this school appreciates all the things we do to save the environment. So thanks for this survey it really shows how I feel about the environment.

(Year 6 student)

Research - Next steps

We are now planning for the release of a report and to publish the research and share widely

Watch this space...

