# Community Engagement Award Category

# victorian global learning awards selection criteria

## Community Engagement Award Selection Criteria

1. One student from Year 11 and one student from Year 12 will be selected for this category based on the following selection criteria:
2. Demonstrated participation in social and community contribution and/or social justice, including volunteering for charities, raising awareness of social justice issues, environmental sustainability actions and advocacy, and leading initiatives that promote environmental benefits
3. Demonstrated capacity to make a tangible difference
4. Ability to be an ambassador for Victorian schools, demonstrated by a well-developed understanding of issues faced by international students and the benefits of studying in Victorian schools
5. Support statement by the school principal which addresses the award selection criteria and corroborates the student's evidence.

### Application questions

1. **Selection criterion 1:** Describe your participation in local, online or school community activities (maximum 300 words)
2. **Selection criterion 2:** Describe how your participation in community activities made a difference or contribution (maximum 300 words)
3. **Selection criterion 3:** Discuss what issues are faced by international students and describe how you have supported your peers to overcome these issues (maximum 300 words)
4. **Selection criterion 4:** Please provide a support statement by the school principal which addresses the award selection criteria and corroborates the student's evidence (maximum 300 words).

### Additional Attachments

* Documentation of supporting activities

Judging panel members are asked to consider the following in relation to the selection criteria:

### Demonstrated community participation

#### Consider

* the range and extent of the student’s participation in the delivery of community-based initiatives, including:
	+ online and / or in-person social and community contribution and/or social justice, including volunteering for charities, raising awareness of social justice issues, environmental sustainability actions and advocacy, and leading initiatives that promote environmental benefits (e.g. tree planting, indigenous ecosystem revegetation, involvement in Clean Up Australia Day, community garden, etc.)
* the issues or problems the initiative was designed to address within the community
* the nature of the student’s participation in, and contribution to, the initiatives, including any roles undertaken
* the extent and quality of the impact the activities had on the community
* the results achieved by the initiative/s.

### Ability to be an ambassador for Victorian schools

### Consider

* the depth of thinking about issues such as integration, academic and cultural enrichment, social inclusion/alienation, safety and security, isolation and loneliness
* the nature of the issues the student and fellow international students face on a day-to-day basis at school
* what the student has done to help international students have a positive life and study experience
* initiatives the student believes the school and community could take to help international students have a positive life and study experience.