CITY OF
TEA TREE GULLY
Naturally Better

Shape Your City

Teaching & learning resource

Years 7 to 10

Welcome

This teacher and learning resource has been developed by the City of Tea Tree Gully to support teachers and educators in fostering sustainable waste management practices among students.

We extend our sincere thanks to the education institutions, industry partners, government agencies, peak bodies, and Council staff who contributed their time and expertise to the development of this resource.

While every effort has been made to ensure the accuracy of the information at the time of publication, the City of Tea Tree Gully does not guarantee its completeness or accuracy and accepts no liability for any errors or omissions.

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Welcome



Waste is a global issue, with significant environmental, economic and social consequences. Solving these challenges requires fresh thinking, new ideas and people prepared to question the way things have always been done.

Welcome to Shape Your City, Council's annual waste and resource recovery challenge.

Every day, thousands of items are thrown away across the City of Tea Tree Gully. Some belong in the recycling bin, some can be composted, and many could have been avoided altogether.

Waste is one of the greatest environmental challenges facing our communities, but it is also one of the greatest opportunities. Solving these challenges requires new ideas, fresh thinking and people who are prepared to question the way things have always been done.

That's where you come in.

This year, we're asking high school students to become part of the solution.

Shape Your City challenges students to become environmental innovators, tackling real waste and resource recovery challenges affecting their school and local community.

Working in teams of four to six, students will use inquiry-based learning and design thinking as they investigate the problem, collect and analyse evidence, engage with stakeholders, generate creative ideas, evaluate possible solutions, and develop an innovative, evidence-based solution capable of making a real difference.

These are the same skills used every day by engineers, environmental scientists, designers, entrepreneurs, project managers and community leaders to solve complex challenges and improve the places where we live.

Throughout their journey, students will learn directly from industry experts through an engaging video series that demonstrate how different people are tackling the same challenges they will be investigating.

The best ideas won't just win prizes, they could become real projects, funded and delivered in our the City of Tea Tree Gully.

The strongest projects will also be showcased at Council's annual recycling festival in November.

This teacher resource supports educators in delivering the program, providing practical guidance, classroom activities and curriculum-aligned resources to help students succeed at every stage of the innovation journey.

Shape Your City reflects the City of Tea Tree Gully's commitment to a more sustainable future, one where waste is minimised, resources are recovered, valuable resources are recovered, and innovative thinking helps create stronger, cleaner and more resilient communities.

Why waste matters

Every time we throw something away, we rarely stop to consider its impact. But waste isn't just waste. Many discarded items, like glass, plastic, paper, batteries, electronics, food and garden waste, hold untapped value. Often these items can be transformed into new products, reducing our reliance on natural resources and minimising environmental harm.

Unfortunately, valuable resources are often lost because they are placed in the wrong bin.

Recyclable and compostable materials sent to landfill cannot be recovered efficiently and instead occupies valuable space.

Food waste decomposes without oxygen, producing methane, a greenhouse gas significantly more harmful than carbon dioxide.

Plastics that escape into the environment can persist for decades, poses a threat to wildlife and pollutes waterways and oceans.

Developing waste literacy is an important part of preparing young people for a more sustainable future. By understanding how products are made, used and recovered, students begin to recognise that the choices they make every day influence the environment, the economy and their community.

The Shape Your City challenge encourages students to move beyond simply learning about waste and instead become active problem-solvers. Through investigation, research and design thinking, students explore real waste and resource recovery challenges, identify opportunities for improvement and develop innovative, practical solutions that could make a genuine difference in their school or local community.

Why it matters

By participating in Shape Your City, students develop an understanding that:

- Waste is a resource that can often be reused, recycled or composted.
- Everyday decisions influence resource use, pollution and greenhouse gas emissions
- Recovering valuable materials helps create a more circular economy.
- Communities play a vital role in reducing waste and protecting the environment.
- Young people can make meaningful contributions by identifying problems, generating ideas and taking informed action

What if we did things differently?

Young people are uniquely positioned to solve tomorrow's challenges.

They understand emerging technology. They see opportunities adults sometimes overlook. They're creative, curious and collaborative.

Most importantly, they're willing to question the way things have always been done.

Throughout history, many world-changing innovations began with students asking simple questions:

- Why does this happen?
- Could this work better?
- Is there another way?

Shape Your City encourages students to ask those same questions in their quest to solve a real problem in a practical, achievable way.

The challenge

Council has identified a real world challenge and your team has been appointed as consultants to develop innovative ideas to help solve it.

Every great innovation begins with a simple question: What if we did things differently? Now it's your turn to ask that question.

Your task is to investigate the problem, understand why it exists and develop a solution that could be implemented within your school or local community.

To do this, you'll need to think like professionals:

- Scientists begin by asking questions.
- Researchers gather and analyse information.
- Engineers test ideas before they build them.
- Designers seek to understand the people they're designing for.
- Project managers create realistic plans that turn ideas into action.

Throughout Shape Your City, students will take on each of these roles as they progress through the innovation journey, discovering the problem, defining the challenge, imagining new possibilities, designing a solution, testing their ideas and pitching their project.

Shape Your City
How it works

The annual challenge

Each year, students are challenged to solve a genuine waste and resource recovery issue that affecting the City of Tea Tree Gully community.

These challenges are based on operational data, research, community feedback and Council priorities. This gives students the opportunity to tackle the same kinds of problems faced by local government.

The innovation journey

Working in teams of four to six, students will undertake an innovation journey that mirrors real-world problem solving.

Using inquiry-based learning and the design thinking, teams will:

- Investigate a real-world challenge
- Learn from industry experts
- Conduct research and gather evidence
- Analyse data and identify key insights
- Engage with stakeholders
- Consider different perspectives
- Generate, test and refine ideas
- Design an innovative and practical solution
- Evaluate it's feasibility and impact
- Create an implementation plan
- Pitch their proposal to judges
- Reflect on their learning.

Throughout the challenge, students are encouraged to think critically, collaborate effectively and develop solutions that are both innovative and achievable.

Designing a solution

There is no single right answer. Although every team will investigate the same challenge, students are encouraged to think creatively and explore a diverse range of solutions.

Some teams may focus on behaviour change or education, while others may design new products or technologies, develop digital tools or applications, improve existing services or create something completely original.

Whatever form the solution takes, it should be informed by research, supported by evidence, developed with stakeholder input and designed to address the challenge in a realistic and achievable way.

Who can enter

Shape Your City is open to student teams from participating schools within the City of Tea Tree Gully. Students compete in teams of four to six.

The competition is divided into two categories:

- **Years 7–8**
  Designed for students beginning their innovation journey, with a focus on developing research, design thinking and problem-solving skills.
- **Years 9–10**
  Designed for students ready to investigate more complex challenges, apply deeper analysis and develop detailed, evidence-based project proposals.

Each team must be supported by a supervising teacher who will facilitate learning, guide the design process and assist with project planning and submission requirements throughout the challenge.

Key dates

The challenge follows a structured timeline that supports students through each stage of the innovation journey.

Stage	Timing
School registrations	School must register by the end of term 1
School Confirmed	School participation will be confirmed in term 2
Challenge brief released to teachers	Late term 2
Shape Your City commences	Week 1 of Term 3
Expert video series released	Week 1 of Term 3
Mid-program student Q&A sessions	Week 6
Project submission deadline	4pm Thursday 24 September
Judging	Term 3 school holidays
Winners announced	Week 2 of Term 4
Project showcase and People's Choice voting	Saturday 7 November
Prizes and certificates issued to schools	End of Term 4
Student project implementation	Week 1 of Term 1 2027

Challenge resources

A suite of resources is provided to support teachers and students throughout the competition.

- Teaching and learning resource
- Annual challenge brief
- Student workbook
- Expert video series
- Terms and conditions

Together, these resources provide a complete framework that enables students to investigate authentic environmental challenges, develop innovative solutions and create proposals capable of making a real difference in their school and community.

Award categories and prizes

Shape Your City celebrates innovative thinking, strong research and practical solutions that have the potential to create meaningful change. Projects will be recognised across several award categories.

Excellence Award Years 7–8

Presented to the team that demonstrates the strongest overall project, combining innovation, evidence-based research, creativity, feasibility and potential community impact.

Excellence Award Years 9–10

Presented to the team that demonstrates the strongest overall project, combining innovation, evidence-based research, creativity, feasibility and potential community impact.

Judges' commendation

Awarded to one or more teams that demonstrate exceptional achievement in a particular aspect of the challenge, such as creativity, collaboration, research, sustainability or presentation.

People's choice award

Following judging, all Excellence Award winners and Judges' Commendation recipients will be invited to showcase their projects at Council's Recycling Festival in November at the Tea Tree Gully Library.

Festival attendees will vote for their favourite project, with the team receiving the most votes awarded the People's Choice Award. This award recognises the project that best inspires, engages and resonates with the community.

Prizes

Each Excellence Award winning team (Years 7–8 and Years 9–10) will receive $750 to support the implementation of their proposed solution.

The People's Choice Award winning team will also receive $250 to support the implementation of their project.

Where a proposed solution (or an adaptation of it) is not practical or feasible to implement, the prize funding may instead be used to deliver waste reduction, resource recovery or other sustainability initiatives that align with the objectives of the Shape Your City challenge, ensuring the funding delivers a lasting environmental benefit for the school community.

Please note: Implementation of all winning projects is subject to approval by the participating school and any relevant stakeholders. Where necessary, Council may work with the school and the winning team to adapt the proposal so it is safe, practical, cost-effective and achievable while preserving the intent of the original idea.

The innovation journey

The Innovation Journey provides a structured, yet flexible framework that guides students through the process of solving a real-world environmental challenge.

The sequence is designed to integrate seamlessly into existing classroom programs and can be adapted to suit different timetables, teaching styles and student needs. While each stage builds on the previous one, teachers can modify activities and pacing to best meet their learning objectives.

Learning Intentions

Throughout the challenge, students develop the knowledge, skills and capabilities used by professionals across a wide range of industries, including engineering, environmental science, design, business, government and community development.

Students will strengthen their ability to:

- Conduct research and analyse evidence.
- Think critically and creatively.
- Apply the Design Thinking process.
- Generate, evaluate and refine ideas.
- Plan and manage projects.
- Develop budgets and consider resource requirements.
- Consult and collaborate with stakeholders
- Communicate ideas confidently.
- Solve complex, real-world problems.
- Demonstrate leadership and initiative
- Understand the principles of sustainability and the circular economy.

These transferable skills align closely with the Australian Curriculum General Capabilities and prepare students for further education, employment and active citizenship.

1. **Investigate |** 2 weeks
   Explore the challenge, understand the problem, gather information and conduct research.
2. **Define |** 2 weeks
   Analyse findings, identify key insights and clearly define the problem to be solved.
3. **Ideate |** 2 weeks
   Generate, explore and refine a wide range of possible solutions using creative thinking techniques.
4. **Design and test |** 2 week
   Develop the preferred solution, create prototypes or models where appropriate, seek feedback and refine ideas.
5. **Submission |** 2 weeks
   Prepare and deliver a persuasive proposal supported by evidence, implementation planning and evaluation.

   Finalise and submit the completed project, supporting documentation and presentation materials.
6. **Reflect and celebrate**
   Reflect on learning, celebrate achievements and recognise the impact of the innovation journey.

1 Investigate

Gather evidence, explore different perspectives and uncover the facts. The stronger the understanding, the stronger the solution will be.

The first step is to understand the problem. Many people make the mistake of jumping straight to solutions. Professional innovators don't. Instead, they take time to investigate the problem, uncover the facts and understand what is really happening. They ask questions like:

- Why is this an issue?
- What is happening?
- Why is it happening?
- Who is affected?
- What evidence already exists?
- What don't we know yet?

The discovery process

During this stage, students should:

- Read the challenge brief
- Watch the industry videos
- Research the issue
- Conduct their own audits and observations
- Interview others
- Survey the school or community
- Collect local evidence
- Explore existing solutions
- Identify any knowledge gaps.

Research like a professional

Professional researchers use multiple reliable sources to build an accurate understanding of a problem. Encourage students to think critically by asking: Is this information reliable? Is it current? Who produced it? Do other sources support it? Can I verify it? Strong research leads to stronger solutions.

Ask Powerful Questions

Good research starts with good questions. Encourage students to move beyond broad questions and explore the underlying causes of the problem.

For example, instead of asking why do people waste food? ask:

- What causes households to waste food?
- Why do some households waste more food than others?
- What types of food are thrown away most often?
- What barriers prevent people from reducing food waste?
- What information or tools would help?

Better questions lead to deeper insights and stronger solutions.

Discover Checklist

Before progressing to the next stage, ensure students can confidently answer yes to the following:

- ☐ Have we researched the issue?
- ☐ Have we used reliable sources?
- ☐ Have we collected our own evidence?
- ☐ Have we spoken with relevant stakeholders?
- ☐ Do we understand why the problem exists?
- ☐ Do we understand what is really happening?
- ☐ Can we support our findings with evidence?

If students cannot confidently answer yes to each question, encourage them to continue investigating before moving on.

2 Define

It's time to analyse the evidence, identify the root causes and focus on what really needs to change. The clearer the problem, the stronger the solution.

Support students to move beyond obvious symptoms and define the real problem. Encourage them to use the evidence gathered during the Investigate stage, together with tools such as the Five Whys, stakeholder mapping and cause-and-effect (fishbone) diagrams, to identify root causes and challenge assumptions.

Students should develop a clear, evidence-based problem statement that explains:

- What is happening
- Who is affected
- Why it matters
- What needs to improve

A strong problem statement might look like this:

> *Students at our school regularly dispose of food waste in landfill bins because organics bins are unavailable or difficult to access during recess and lunch. As a result, valuable organic material is sent to landfill instead of being composted, increasing waste and reducing the school's resource recovery performance.*

Remind students that well-defined problems lead to stronger, more targeted solutions.

Digging deeper

The Five Whys technique helps students uncover the root cause of a problem by repeatedly asking "Why?". For example:

Why is food wasted? People throw leftovers away.

Why? They cook too much.

Why? They don't plan meals.

Why? They don't know how much food they need

Why? Recipes don't match household sizes.

By digging deeper, students move beyond symptoms and identify the real problem to solve.

Define checklist

Before progressing to the next stage, ensure students can confidently answer yes to the following:

- ☐ Do we know the problem we are trying to solve?
- ☐ Is our problem specific?
- ☐ Do we understand why it exists?
- ☐ Is it supported by evidence?
- ☐ Have stakeholders validated it?
- ☐ Is it realistic to solve?

3 Ideate

Explore the possibilities, think creatively and generate as many ideas as possible. The more solutions you explore, the more likely you are to develop an innovative, practical and impactful solution.

Support students to generate a broad range of ideas before evaluating them. Encourage creativity by creating an environment where all ideas are welcomed, judgement is deferred and students build on the thinking of others. Design thinking tools such as brainstorming, SCAMPER, Crazy 8s, mind mapping and reverse thinking help students challenge assumptions, explore alternatives and think beyond obvious solutions.

Once a range of ideas has been generated, guide students to evaluate each option against agreed criteria such as its ability to solve the problem, feasibility, environmental impact, cost and community value. Tools such as an idea matrix can help teams compare options and justify their final solution.

Encourage creative thinking

Creativity improves with practice. Encourage students to:

- Generate many ideas before selecting one.
- Build on the ideas of others.
- Challenge assumptions and existing solutions.
- Consider different perspectives.
- Focus on possibilities before limitations.

Evaluate your ideas

Not every idea should become a reality. Evaluate your ideas before selecting the strongest option using questions like:

- Does it solve the problem?
- Is it supported by evidence?
- Is it practical?
- Can it realistically be implemented?
- Will people use/support it?
- Does it provide environmental benefits?
- Does it provide financial benefits?
- Is it affordable?
- Can it continue into the future?

Ideate checklist

Before progressing, ensure students can confidently answer yes to the following:

- ☐ Have we explored multiple ideas?
- ☐ Have we considered different perspectives?
- ☐ Have we challenged our assumptions?
- ☐ Have we evaluated each option?
- ☐ We can explain why we selected our preferred solution?

4 Design & test

Transform ideas into action by designing practical, achievable solutions. Careful planning, testing and refinement will help turn a promising concept into a real-world project with lasting impact.

Support students to transform their promising ideas into practical, evidence-based solutions.

During this stage, students learn that successful innovation requires thoughtful planning, prototyping, testing and refinement before a solution is ready for implementation.

Encourage teams to build on the research, evidence and stakeholder feedback gathered during the Investigate, Define and Ideate stages

Students should develop a project proposal that clearly explains:

- How the solution will solve the problem
- Who will benefit from the solution
- What resources will be needed
- How the solution will be implemented
- How much the solution will cost
- How long their solution will take to implement
- What challenges might we face

Guide students to consider project objectives, required resources, budget, timeline and potential risks to ensure their solution is both innovative and achievable.

Students should then create a prototype or visual representation of their solution, such as a model, poster, campaign concept, digital design or mock-up.

Prototypes provide an opportunity to gather feedback from peers, teachers, mentors and other stakeholders, allowing students to refine and strengthen their ideas before presenting their final solution.

After receiving feedback, students should consider:

- What worked well?
- What didn't?
- What could be improved?
- Should anything be changed?

Professional designers continually improve their projects before implementation.

Design, prototype and test checklist

Before progressing, ensure students can confidently answer yes to the following:

- ☐ Does our solution clearly address the problem?
- ☐ Is our project practical and achievable?
- ☐ Have we identified the resources, budget and timeline required?
- ☐ Have we considered the potential risks?
- ☐ Have we developed a prototype?
- ☐ Have we sought and considered feedback?
- ☐ Have we refined our solution based on the feedback received?
- ☐ Can we make our solution even better?

5 Submission

Share your solution with confidence. Clearly communicate the problem, explain your solution and use evidence to demonstrate the impact it could have.

Support students to communicate their solution with confidence by developing a clear, engaging and evidence-based submission.

Encourage teams to explain the problem they investigated, why it matters, how their solution addresses the challenge and the positive impact it could have on their school or community.

Students should support their recommendations with the research, stakeholder feedback, testing results and planning completed throughout the innovation journey.

Reinforce the importance of clear communication, effective visuals and shared participation so every team member contributes to the submission.

The submission should explain:

- The problem and why it matters.
- The proposed solution and how it addresses the problem.
- The research and evidence supporting the solution.
- The anticipated environmental, financial social and community outcomes and benefits.
- Why the solution is practical, achievable and sustainable.

Students should also demonstrate how their project could be delivered by including:

- Key actions and implementation steps.
- Project timeline.
- Roles and responsibilities.
- Budget and required resources.
- Key stakeholders and partnerships.
- Measures of success and how outcomes will be monitored and measured.

A well-prepared submission demonstrates that the solution is not only innovative, but also feasible, evidence-based and capable of creating meaningful, lasting impact.

Submission Checklist

Before submitting their entry, ensure students can confidently answer yes to the following:

- ☐ Does your submission clearly explain the problem you are trying to solve?
- ☐ Is your solution supported by clear research, evidence and stakeholder feedback?
- ☐ Have you demonstrated how the project will be implemented
- ☐ Are your budgets, timelines, resources and responsibilities realistic?
- ☐ Have you explained the expected outcomes and how success will be measured?
- ☐ Can the team confidently answer questions about the solution?

6 Reflect & celebrate

Reflect on the journey, celebrate the achievements and recognise how far everyone has come.

Reflection helps students recognise how their thinking, skills and understanding have developed throughout the innovation journey.

Encourage students to evaluate both the outcome of their project and the process they followed, considering what they learned, the challenges they overcame and how they could improve in the future.

Don't forget to celebrate each team's achievements and reinforce that innovation is an ongoing process of learning, testing and continuous improvement.

Regardless of the competition outcome, students have developed valuable skills in research, critical thinking, collaboration, communication and problem-solving which should all be celebrated.

Reflect and celebrate checklist

Before concluding the project, ensure students can confidently answer yes to the following:

- ☐ We have reflected on our learning.
- ☐ We understand how our ideas evolved.
- ☐ We can identify what worked well and what could be improved.
- ☐ We recognise the skills we developed throughout the project.
- ☐ We have celebrated our achievements.

The teacher's role

Great ideas rarely happen by accident. Whether developing a new smartphone, designing a public park or tackling food waste, professionals rarely jump straight to the first solution they think of. Instead, they follow a structured process that helps them understand the problem, explore different possibilities, test ideas and continually improve them.

This process is known as design thinking.

Throughout Shape Your City, your role is not to provide the answers, but to guide students as they discover them.

Rather than directing the project, act as a facilitator who encourages inquiry, supports collaboration and challenges students to think more deeply. Encourage teams to justify their decisions with evidence, consider multiple perspectives and reflect on how their thinking evolves throughout the project.

Powerful facilitation often comes from asking thoughtful questions rather than providing solutions.

Examples include:

- What evidence supports that conclusion?
- Who is affected by this issue and have you considered all perspectives?
- Have you spoken with the people experiencing the problem?
- What have you learned from your research that surprised you?
- How does your solution address the root cause rather than the symptoms?
- How do you know your solution will work?
- What assumptions have you made?
- What other ideas or approaches could you explore?
- What challenges might you face when implementing your solution?
- If you had more time or resources, what would you improve?

Resist the temptation to solve problems for students. Allowing them to navigate uncertainty, test ideas and learn from setbacks is a valuable part of the innovation process and often leads to more creative, robust and evidence-based solutions.

Design thinking in Action

Throughout Shape Your City, students will continually move between researching, creating, testing and improving their ideas.

Design thinking is iterative, not linear. As new evidence emerges or feedback is received, students should feel confident revisiting earlier stages to improve their understanding and strengthen their solution.

Encourage teams to embrace feedback and view setbacks as opportunities for learning rather than signs of failure. Innovation is rarely a straight path, and the strongest solutions are usually the result of repeated refinement.

Celebrate curiosity, experimentation and persistence throughout the project. Help students understand that success is measured not only by the quality of their final proposal, but also by the depth of their investigation, the strength of their evidence and their willingness to adapt their thinking as they learn.

By the end of the challenge, students won't simply have developed a solution to a waste and resource recovery issue, they will have experienced the same innovation process used by environmental scientists, engineers, designers, entrepreneurs and local governments to solve complex challenges and create more sustainable communities.

Curriculum connections

Shape Your City has been designed to align with the Australian Curriculum and provides a unique project-based learning experience that integrates knowledge and skills across multiple learning areas.

Through investigating a current waste and resource recovery challenge, students develop the ability to research, analyse evidence, think critically, collaborate with others and design practical solutions to real-world problems. Throughout the program, students engage in inquiry-based learning, design thinking and problem solving while applying curriculum knowledge in meaningful community contexts.

The flexible nature of the challenge allows schools to implement it within a single learning area or as an interdisciplinary project spanning several subject areas.

Humanities and Social Sciences (HASS)

Geography (Years 7–10)

Students investigate environmental sustainability, resource use, waste generation, human impacts on the environment and the role individuals and communities play in creating more sustainable futures. They collect and analyse geographical data, evaluate evidence and propose informed responses to environmental challenges.

Year 7	AC9HG7K01, AC9HG7K04, AC9HG7S01–AC9HG7S06
Year 8	AC9HG8K01, AC9HG8K05, AC9HG8S01–AC9HG8S06
Year 9	AC9HG9K02, AC9HG9K08, AC9HG9S01–AC9HG9S06
Year 10	AC9HG10K01, AC9HG10K02, AC9HG10K04, AC9HG10S01–AC9HG10S06

Civics and citizenship (Years 7–10)

Students explore active citizenship, community participation and the role of local government in responding to community issues. They investigate how individuals and organisations contribute to decision-making and develop proposals that can create positive change.

Year 7	AC9HC7K04, AC9HC7S02–AC9HC7S05
Year 8	AC9HC8K04, AC9HC8S02–AC9HC8S05
Year 9	AC9HC9K05, AC9HC9S02–AC9HC9S05
Year 10	AC9HC10K02, AC9HC10S02–AC9HC10S05

Economics and Business (Years 9–10)

Students consider economic decision-making by evaluating costs, benefits, risks, stakeholder needs and resource allocation. They develop implementation strategies and assess the feasibility of proposed solutions.

Year 9	AC9HE9K02, AC9HE9S02–AC9HE9S05
Year 10	AC9HE10K03, AC9HE10S02–AC9HE10S05

Technologies

Design and Technologies (Years 7–10)

The challenge closely reflects the Design and Technologies design process. Students investigate needs, generate and refine ideas, evaluate alternatives and produce evidence-based solutions to an authentic community challenge

Year 7	AC9TDE8K01, AC9TDE8P01, AC9TDE8P02, AC9TDE8P03, AC9TDE8P04, AC9TDE8P05*
Year 8	
Year 9	AC9TDE10K01, AC9TDE10K02, AC9TDE10K04, AC9TDE10K05, AC9TDE10K06, AC9TDE10P01, AC9TDE10P02, AC9TDE10P03, AC9TDE10P04, AC9TDE10P05*
Year 10	

Digital technologies (Years 7–10)

Students use digital technologies to research issues, collect and analyse data, communicate findings and, where appropriate, develop digital solutions that support improved waste and resource recovery outcomes.

Year 7	Opportunities to apply Digital Technologies through research, data collection, collaboration and digital communication.
Year 8	
Year 9	AC9TDI10P06, AC9TDI10P07, AC9TDI10P08, AC9TDI10P10, AC9TDI10P12*
Year 10	

Science (Years 9–10)

Students investigate environmental systems, resource recovery, scientific inquiry and the use of evidence to understand environmental challenges and evaluate potential solutions.

Year 9	AC9S9U03, AC9S9H03, AC9S9H04, AC9S9I08
Year 10	AC9S10U04, AC9S10I01, AC9S10I07, AC9S10I08

General capabilities

Shape Your City provides opportunities for students to develop the Australian Curriculum General Capabilities through real-world inquiry and collaborative problem solving.

Capability	How students develop it
Critical and creative thinking	Analyse complex problems, evaluate evidence and generate innovative solutions.
Personal and social capability	Collaborate effectively, manage projects and reflect on individual and team performance.
Ethical understanding	Consider environmental, social and economic impacts when making decisions.
Literacy	Research information, communicate findings and present evidence-based recommendations.
Numeracy	Interpret data, analyse trends, estimate costs and measure project outcomes.
Digital literacy	Use digital tools to research, analyse data, collaborate and communicate ideas.

Cross-Curriculum Priority — Sustainability

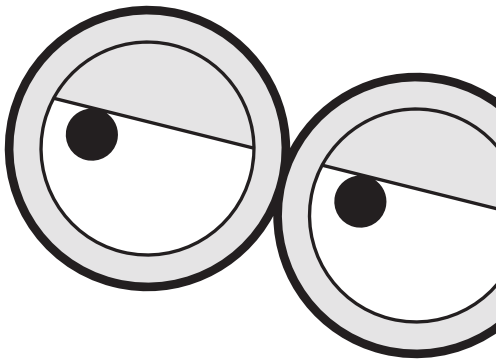
Sustainability is embedded throughout every stage of the Shape Your City.

Students investigate how thoughtful decision-making can improve environmental outcomes while balancing social and economic considerations. Through authentic community-based learning, they explore the principles of sustainable development and the circular economy while recognising the important role individuals, organisations and governments play in creating more sustainable communities.

Key concepts explored include:

- Waste generation
- Resource consumption and conservation
- Waste avoidance and resource recovery
- Circular economy and waste hierarchy principles
- Environmental stewardship
- Community participation and behaviour change

What the judges are looking for



The judging panel includes experts from education, environmental sustainability, local government, industry and community organisations.

Judges will assess not only the quality of your solution, but also the process your team followed to develop it. They will be looking for evidence of thorough research, critical thinking, stakeholder engagement, creativity and realistic planning.

The strongest submissions will present solutions that are well researched, evidence-based, practical and capable of delivering meaningful benefits for the school or local community.

Projects will be assessed against the following seven criteria:

- **Investigation**

  A thorough understanding of the challenge demonstrated through high-quality research, data collection, evidence analysis and meaningful stakeholder engagement.

- **Problem definition**

  A clear, focused problem statement supported by evidence. The team clearly explains why the issue matters, who it affects and the opportunity for improvement.

- **Solution development**

  An innovative, evidence-based solution that responds directly to the identified problem. The proposal is creative, practical, achievable and demonstrates strong design thinking.

- **Feasibility**

  The solution is realistic, practical and achievable. Judges will consider technical viability, cost, available resources, stakeholder support, potential barriers and the likelihood that the solution could be successfully implemented.

- **Implementation**

  A well-developed implementation plan that outlines key actions, timelines, responsibilities, budget and resource requirements, risk management and clear measures of success.

- **Impact**

  The solution has the potential to deliver meaningful environmental, social and/or economic benefits. Judges will consider the scale of the impact, who will benefit, how success will be measured, and whether the outcomes are likely to be sustained over time.

- **Communication**

  A clear, engaging and professional presentation that effectively communicates the team's research, reasoning and proposed solution. The presentation is well organised, supported by evidence and visuals, with all team members contributing.

Before students submit their work

Before students submit their project, use this checklist to make sure everything is complete.

Team Details

- ☐ Team name included.
- ☐ School name included.
- ☐ Teacher name and contact details included.
- ☐ All student team members listed.
- ☐ Problem statement clearly identified.

Investigation (Maximum 500 words)

- ☐ Conducted research using reliable sources.
- ☐ Collected relevant data and evidence.
- ☐ Engaged with relevant stakeholders.
- ☐ Identified key findings from the investigation.
- ☐ Included evidence to support conclusion.

Problem Definition (Maximum 500 words)

- ☐ Clearly defined the problem.
- ☐ Explained why the problem is important.
- ☐ Identified who is affected.
- ☐ Adequately justified the problem statement.

Solution Development (Maximum 500 words)

- ☐ Developed an innovative solution.
- ☐ Considered alternative ideas.
- ☐ Explained how the solution addresses the problem.

Feasibility (Maximum 500 words)

- ☐ Demonstrated the solution is achievable.
- ☐ Considered costs and available resources.
- ☐ Identified potential challenges or risks.
- ☐ Explained how barriers could be managed.
- ☐ Demonstrated stakeholder support .

Implementation (Maximum 500 words)

- ☐ Included a clear implementation plan.
- ☐ Identified key actions.
- ☐ Included a realistic timeline.
- ☐ Assigned responsibilities.
- ☐ Included a budget or estimated costs.
- ☐ Identified required resources.
- ☐ Explained how success will be measured.

Impact (Maximum 500 words)

- ☐ Explained the expected environmental, financial, social and/or community benefits.
- ☐ Estimated the scale of the impact.
- ☐ Explained how long-term success could be maintained.

Submission

- ☐ Submission follows the required format.
- ☐ All required documents are included.
- ☐ All references are correctly acknowledged.
- ☐ It is clear, engaging and well organised.
- ☐ Visuals are easy to understand.
- ☐ Evidence and data is presented accurately and correctly referenced.

If you answered **yes** to every item above, your project is ready to submit.

Good luck! And remember, the strongest projects aren't always the biggest. They're the ones that are well researched, evidence-based, innovative, practical and capable of making a real difference.

The local context

The local context

As our community grows and changes, so does the amount of waste and recycling they create. More people, busier lifestyles, and new habits all affect how much waste we produce.

City profile

Total land area:

9,521 hectares

- 66% urban area
- 33% rural area

Open space:

1,305 hectares

Parks and reserves:

606

Trees:

500,000+

Sealed roads:

578 km

ECONOMIC PROFILE

Registered businesses:

5,499

Jobs in CTTG:

25,879

Residents employed

50,906

Community profile



- 0–14 years (17.3%)
- 15–34 years (22.6%)
- 35–59 years (32.7%)
- 60–84 years (24%)
- 85+ (2.4%)



- Couple family with children (12,389)
- Couple family no children (11,535)
- Lone person household (9,292)
- One parent family (4,480)
- Multiple family (1,068)
- Group household (757)
- Other family (328)



- Separate house (36,721)
- Medium density (4,734)

Understanding waste in the city of tea tree gully

In 2024-2025, households disposed of about 40,000 tonnes of waste, Alarmingly, nearly half of this waste was sent to landfill.



- Landfill - 18,197 tonnes
- Recycling - 7,272 tonnes
- Organics - 12,960 tonnes
- Hard waste - 1,32 tonnes



380 kg
of waste disposed of per person in 2024-2025.



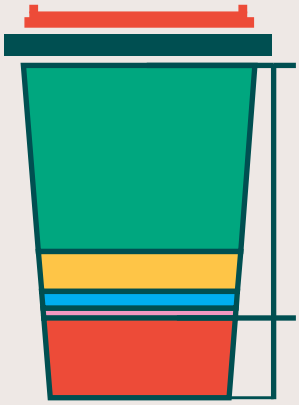
45.9%
of household waste was sent to landfill.



8.9 kg
The average weight of the red-lid landfill bin per collection.

The red-lid landfill bin

Many items found in the red-lid landfill bin could be recycled or do not belong in the bin at all. In fact, about 68% of the items found in this bin could be diverted from landfill.



68%
of what goes in the general waste bin does not belong in this bin.

32%
of what goes in the general waste bin belongs in this bin.

- 51% Food an organics
- 11% Recyclables
- 4% Hazardous items
- 2% Other items
- 32% Landfill items

This means around 12,374 tonnes of reusable resources were sent to landfill unnecessarily in 2024-2025. The disposal of this organic, recyclable and hazardous material cost our community about $2 million in solid waste levy charges. That's money that could have been invested in improving our city.

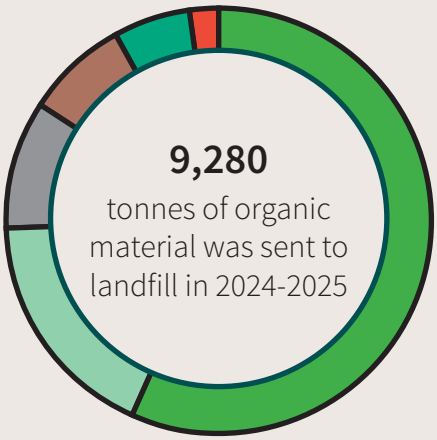
The organic opportunity

While all recycling is an important part of reducing waste, the greatest opportunity for impact lies in food and organic waste.

In 2024-2025, about 51% of the red-lid landfill bin was organic material such as food scraps, uneaten food, pet waste, garden waste and compostable paper. That's 9,280 tonnes of organic material that could have been placed in the green-lid food and organics bin and used to make compost.

Putting these items in the green-lid food and organics bin could have saved the community about $1.5 million is solid waste levy fees.

By focusing on food and organic waste first, we can make the biggest and fastest impact. Simple actions like using the green-lid bin for food scraps can significantly reduce landfill reliance, lower waste management costs and return valuable nutrients to the soil through composting.

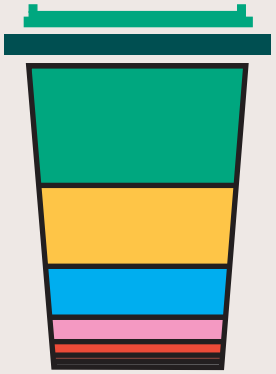


- 29% Food scraps
- 09% Uneaten food
- 05% Compostable paper
- 04% Pet waste
- 03% Garden waste
- 1% Compostable food and drink ware

The green-lid food and organics bin

In 2024-2025, about 12,960 tonnes of organic material was collected through the green-lid food and organics bin. That's about 124 kg of organic material per person.

Garden material makes up about 87% of the organic material recycled through the green-lid food and organics bin. Just over 10% is food waste.



- 38% Leaves
- 26% Prunings
- 17% Lawn clippings
- 9% Food
- 6% Wood, weeds and sweepings
- 2% Contamination
- 1% Pet waste
- 1% Compostable paper

The yellow-lid recycling bin

In 2024-2025, about 7,272 tonnes of recyclable material was collected through the yellow-lid recycling bin. That's about 70 kg of recyclable material per person.

About 24% of what is placed in the recycling bin does not belong in this bin. This mainly includes plastic bags and clothing.



- 25% Card
- 19% Paper
- 19% Glass
- 9% Plastic
- 4% Metal
- 24% Contamination

While this resource focuses on waste in our local community, it is important for students to understand that waste is a global issue. The way we manage waste has far-reaching impacts on the environment, economies and communities around the world.

South Australian context

In 2022-2023, South Australia produced approximately 5.16 million tonnes of waste. However, through strong recycling and resource recovery efforts, 82.3% of this waste was diverted from landfill (Green Industries SA, 2023). This resulted in significant environmental benefits, including:

- Avoiding approximately 1.67 million tonnes of greenhouse gas emissions
- Saving 19.4 thousand terajoules of energy
- Conserving 6.4 thousand megalitres of water.

Despite these achievements, 914,000 tonnes of waste was still went to landfill in 2022-2023, much of which could have been avoided or better managed. Additionally, even the recovered materials could be processed more efficiently to support a truly circular economy. For example, glass bottles can be recycled indefinitely into new glass products, yet not all glass waste is being captured effectively.

South Australia is also leading the nation in banning single-use plastics, with legislation phasing out plastic straws, cutlery, and polystyrene food containers (Green Industries SA, 2023). However, continued efforts are needed to improve plastic recycling infrastructure and encourage businesses to adopt more sustainable alternatives.

Global context

As the world's population approaches 10 billion, the demand for resources continues to grow, and global waste generation is projected to increase by around 70% (World Bank, 2018). This puts increasing pressure on natural systems, contributes to greenhouse gas emissions and accelerates environmental degradation.

Service provision

The City of Tea Tree Gully provides one of the most comprehensive waste and recycling services in metropolitan Adelaide.

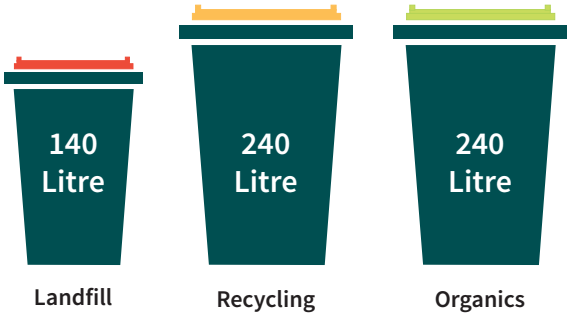
Beyond the three-bin kerbside system, Council provides a range of waste management services, including hard waste collection, drop-off facilities, illegal dumping removal, litter management in public spaces, waste planning for new developments and community waste education.

Waste management is among Council's most expensive services, representing around 10% of total revenue. A significant cost is the Solid Waste Levy, a state government fee Council must pay for landfill disposal. This levy accounts for approximately 30% of the total annual cost of collecting and processing household waste. Much of this expense could be avoided by correctly sorting waste into the appropriate bins.

Importantly, Council does not pay the Solid Waste Levy on materials placed in the yellow-lid recycling or green-lid food and organics bins.

Kerbside collection services

Residential properties and some businesses receive a three-bin kerbside collection as part of their standard rateable entitlement.



The red-lid general waste bin is collected weekly, with alternating fortnightly collections for the yellow-lid recycling bin and green-lid food and organics bin.

Additional bins are available upon request.

Mini munchers

Households can request a free Mini Muncher kitchen caddy with a year's supply of compostable liners. Extra liners are available for free at the City of Tea Tree Gully Civic Centre. All new dwellings receive a kitchen caddy and liners as part of their bin system.

Hard waste and mattress service

Residents are entitled to two free hard waste or mattress collections per year for bulky items unsuitable for kerbside bins. A limit of two cubic metres per collection applies.

Enviro care

Council runs about 20 Enviro Care events annually, offering free green waste drop-off for leaves, lawn clippings, and branches (up to 20 cm in diameter) on select Wednesdays and Sundays.

Hazardous household waste

Residents can dispose of hazardous waste like paints, chemicals, gas cylinders, and oils at free metropolitan drop-off locations. The nearest sites for City of Tea Tree Gully residents are:

- NAWMA Resource Recovery Centre
- Campbelltown Works Depot

Batteries, mobile phones and printer cartridges can be recycled at the Tea Tree Gully Civic Centre.

Public place services and litter

Council maintains more than 500 public waste bins in streets, parks and reserves. To enhance waste management, compactor bins have been introduced at certain locations. Council also provides regular street sweeping and cleaning of parks, reserves and sporting fields.

Illegal dumping

Illegal dumping includes large waste items such as mattresses, furniture, white goods and building materials, often found at parks, charity bins and public spaces. This issue harms the environment and public amenity. Each year, Council cleans up numerous incidents, ensuring as much material as possible is recycled.

Incentives and rebates

To promote waste reduction and reuse, Council offers rebates on cloth nappies, reusable sanitary products and composting equipment.

Waste education

Council provides waste education programs to help residents, schools, and businesses reduce waste and recycle effectively. These workshops, school visits, community events and hands-on activities promotes efficient resource use and responsible waste management.

Council's waste and resource recovery strategy

The City of Tea Tree Gully's Waste and Resource Recovery Strategy outlines our 10-year journey toward a more sustainable future, aiming to reduce waste, divert valuable materials from landfill, and protect both the environment and the community.

This strategy aligns with our vision for a strong, vibrant city and supports the state government's commitment to divert all waste from landfill where it is feasible to do so.

Central to the strategy is the need to redefine our community's relationship with waste. Shifting away from waste being viewed as an inevitable consequence of modern living to an opportunity for innovation and resource conservation is key to realising the kind of change we seek to make.

The strategy is built on the waste management hierarchy, which prioritises actions based on their environmental impact. This includes waste avoidance, reduction, reuse, recycling and energy recovery, with landfill disposal being the least preferred option. It is also informed by the national commitment to a circular economy and our state's progressive transition toward this model.

Key to the success of this strategy is education and community engagement. Our approach will support and empower learning institutions and students alike with the knowledge and tools needed to make informed choices about waste and resource use, ensuring a more sustainable future for the community.

Waste principles

Waste principles

Our Waste and Resource Recovery Strategy is guided by two principles that we believe best capture what our community has told us they want, what our City needs and what the national and state policy frameworks are driving towards. These principles are the waste hierarchy and circular economy.

Waste hierarchy

The waste hierarchy serves as an aspirational guideline for efficient and sustainable resource utilisation and underpins waste management policy, decision making and practice in Australia.

It places the highest priority on waste avoidance and reduction, with landfill disposal considered the least preferable option. Disposal should therefore only occur where other waste management options, such as recycling, are not possible.

In applying the waste management hierarchy and protecting the environment, Council seeks to:

- Encourage the best use of recovered resources.
- Reduce the amount of waste going to landfill and ending up in our environment.
- Reduce environmental harm.



More information: www.epa.sa.gov.au/environmental_info/waste_recycling

Circular economy

A circular economy focuses on maximising resource efficiency and minimising waste by keeping products, materials, and resources in use for as long as possible. Instead of being discarded, resources are continuously recycled, reused, or re-purposed.

The circular economy is based on three key principles, which are internationally recognised:

- Design out waste and pollution
- Keep products and materials in use at their highest value
- Regenerate natural systems

This approach contrasts with the traditional linear economy, which follows a 'take, make, dispose' model of production.

By closing the loop on resource use, the circular economy aims to reduce environmental impacts, conserve natural resources, and foster a more sustainable and resilient economy. It also creates opportunities for economic growth, job creation, and long-term environmental sustainability.

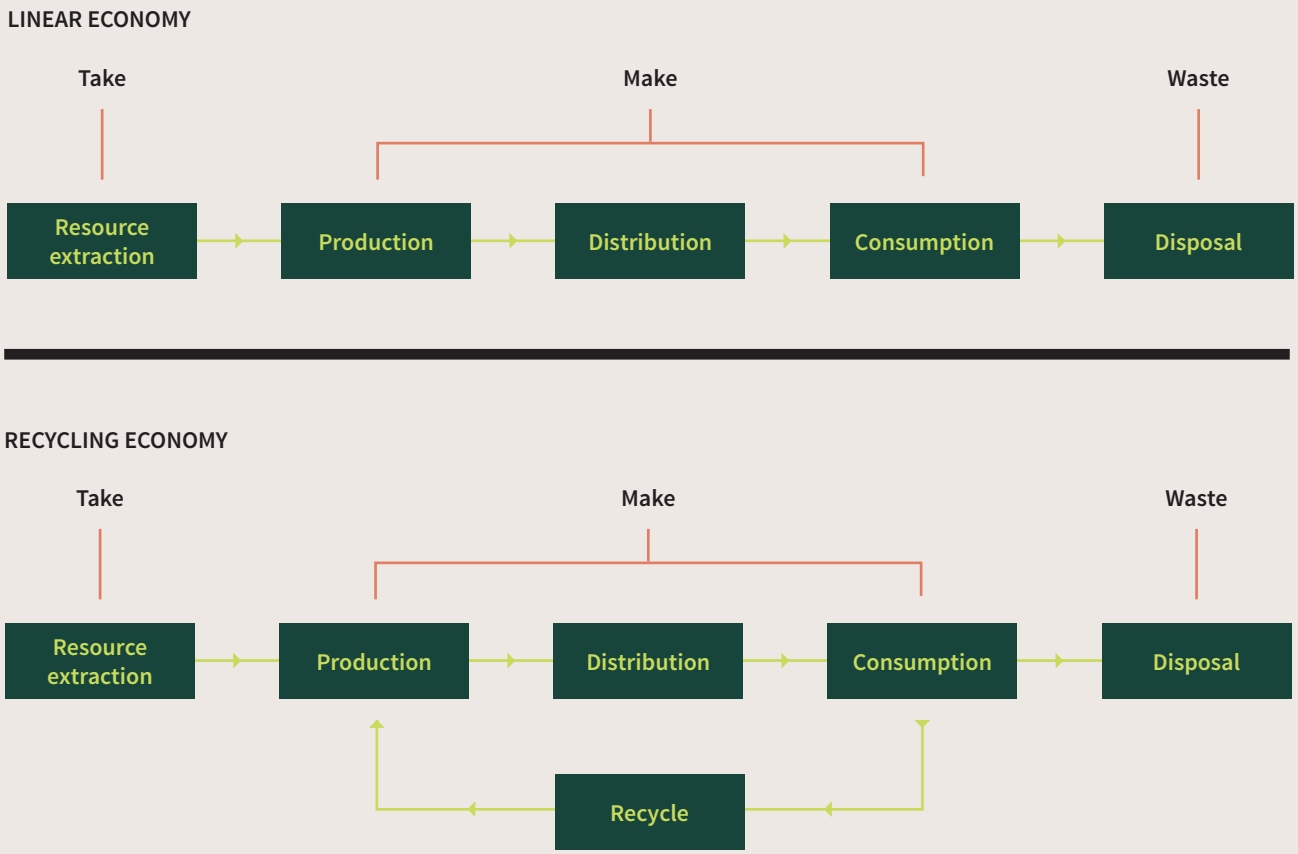
Transitioning to a circular economy involves the following actions:

- Developing and implementing policies, regulations, and incentives that promote circular practices.
- Creating circular business models and supply chains that optimise resource use, encourage transparency, and share best practices.
- Using renewable resources and materials that are easy to recycle or re-purpose.
- Designing products for durability, repairability, and recyclability to extend their life cycle.
- Promoting systems of sharing and reusing to reduce demand for new products.
- Developing effective recycling systems and technologies to recover valuable materials from waste.
- Designing energy-efficient processes and systems that minimize resource use.
- Implementing sustainable production and consumption practices to reduce waste generation.
- Encouraging behaviour change to support more sustainable consumer habits.

By embracing these principles and strategies, the transition to a circular economy can drive environmental, social, and economic benefits on a global scale.

More information: www.greenindustries.sa.gov.au/driving-the-circular-economy

Figure 4: *Linear, recycling and circular economy models*



Glossary

This glossary provides clear, concise definitions of key terms used throughout the educator's handbook. It supports shared understanding and consistency in language across planning, teaching, and reflection.

Alternative fuels

Fuels that aren't coal, gas, or petrol. Some are made from waste.

Anaerobic digestion

Tiny creatures called bacteria break down food scraps without air and make gas that can be used for energy.

Avoidable Food Waste

Food that gets thrown away even though it could have been eaten.

Beneficial use

When something is used again in a way that helps the environment.

Biodegradable

Things that break down naturally over time.

Biogas

A type of gas made when food or plants rot without air.

Circular economy

An economic system aimed at eliminating waste and continually using resources through recycling, re-purposing, and reusing materials.

Circular procurement

Choosing to buy things that can be reused or recycled.

Climate change mitigation

Actions to reduce pollution that harms the planet.

Closed loop recycling

Recycling something to make the same thing again.

Co-mingled recycling

Recycling different things (like plastic and paper) in the same bin.

Compost

A special kind of soil made from food scraps and garden waste.

Compostable organic waste

Food scraps and plant material that can turn into compost

Composting

The process of breaking down organic waste, like food scraps and garden waste, into nutrient-rich soil for reuse.

Container deposit scheme

A program where you return bottles and cans for a refund.

Contamination

When the wrong things go in the bin, making recycling harder.

Decomposition

The natural breakdown of organic matter by microorganisms, returning nutrients to the environment.

Disposal

Getting rid of waste by burying, burning, or storing it.

Diversion

Sending waste somewhere useful instead of landfill.

Downcycling

Recycling something into a lower-quality product.

Energy recovery

Turning waste into energy like heat or electricity.

E-waste

Old or broken electronics like phones, tvs and computers.

Extended Producer Responsibility (EPR)

When companies have to take care of their products even after people are done using them, like making sure they can be recycled.

Feedstock

Raw materials used to make new things.

Fogo (food and garden organics) bin

A bin for food scraps and garden organic waste.

Food Insecurity

When people don't always have enough food to eat.

Food Rescue

Saving extra food from stores and giving it to people who need it.

Food waste

Edible food that is discarded, lost, or uneaten, either at home, in schools, or during production and transport.

Garden waste

Grass, leaves, weeds and branches that can be composted.

General waste

Rubbish that can't be reused or recycled and goes to landfill.

Greenhouse gases

Gases that trap heat in the air, making the earth hotter eg carbon dioxide and methane.

Hazardous waste

Waste that can be dangerous to people and the environment.

Highest value reuse

Using things in the best way to reduce waste

Incineration

Burning waste, sometimes to create energy.

Kerbside collection

When trucks collect bins from homes.

Landfill

A place where rubbish is buried.

Life cycle Assessment (LCA)

A way to check how much energy and materials are used to make, use, and throw away things.

Materials recovery facility

A place where recycling is sorted and prepared

Material Recovery Rate

The amount of waste that is saved and turned into something new instead of being thrown away.

Methane

A gas from rotting food and plants that affects the climate.

Microplastics

Tiny plastic pieces that pollute water and land.

Municipal solid waste (msw)

Household and community waste collected by councils.

Organic waste

Waste from plants and food.

Product stewardship

When companies take responsibility for their products, even after they are used.

Prohibited landfill waste

Things that should never go in landfill because they can be reused.

Public place recycling

Recycling bins in parks and shopping centres.

Raw materials

Natural materials used to make things.

Recycle/recycling

The process of collecting and processing materials that would otherwise be thrown away to create new products.

Recycling stream

The part of waste that can be recycled.

Reduce

Using less, like bringing a water bottle instead of buying plastic ones.

Refuse

Saying “no” to things we don’t need, like plastic straws.

Refuse derived fuel

Fuel made from waste instead of coal or gas.

Repair

Fixing broken things instead of throwing them away.

Residual waste

Waste left after recycling and composting.

Resource recovery

Taking useful things from waste and using them again.

Right to repair

People should be able to fix their broken things instead of buying new ones.

Reuse

Using things again, like bringing your own shopping bag.

Sustainability

Meeting current needs without compromising the ability of future generations to meet their needs, including environmental, social, and economic aspects.

Sharing Economy

When people share things instead of each person buying their own, like borrowing books from the library.

Up-cycling

Making something new from old things, like turning a jar into a flower pot.

Waste Diversion

Strategies or actions aimed at diverting waste away from landfill, including recycling, composting, and re-purposing.

Waste hierarchy

The best ways to deal with trash: Use less → Share and fix → Recycle → Turn into energy → Throw away last.

Zero Waste

A philosophy and design principle that encourages redesigning resource life cycles so that all products are reused, and no trash is sent to landfills or incinerators.

Terms & conditions

Terms & conditions

Competition organiser

- The Shape Your City competition ("the Competition") is conducted by the City of Tea Tree Gully ("Council").

Competition period

- The Competition commences at the beginning of Term 3 and closes at 4pm on the final Thursday of Term 3, unless otherwise advised by Council.
- Council reserves the right to amend competition dates, extend submission deadlines, suspend, postpone or cancel the Competition at any time and for any reason.

Eligibility

- The Competition is open to students in years 7–10 enrolled at participating schools within the City of Tea Tree Gully.
- Students must:
  - Compete in teams of four to six.
  - Be supervised by a nominated teacher from their school.
  - Submit a project that addresses the current year's Challenge Brief.
- Schools may enter multiple teams.
- Each team may submit only one project.

Competition requirements

- To be eligible, entries must:
  - Be submitted under the supervision of the supervising teacher.
  - Be received by the published closing date and time.
  - Comply with all submission requirements.
  - Address the Challenge Brief.
  - Meet the published assessment criteria.
- Council accepts no responsibility for lost, late, incomplete, corrupted or misdirected submissions.

Originality and academic integrity

- Projects must represent the original work of the student team.
- Students are encouraged to undertake research and draw upon existing information to inform their project.
- All external information, images, data and resources must be appropriately acknowledged.
- Projects must not contain plagiarised, misleading or deliberately false information.

Use of artificial intelligence (AI)

- Artificial intelligence (AI) tools may be used to support activities such as:
  - Research
  - Planning
  - Editing.
- Submitted projects must clearly demonstrate the students' own:
  - Understanding
  - Critical thinking
  - Creativity
  - Decision-making
  - Analysis.

Judging

- Projects will be assessed by a judging panel appointed by Council, which may include representatives from:
  - Local government
  - Industry

    - Education
    - Environmental organisations
    - The waste and resource recovery sector.
- Projects will be assessed using the published Shape Your City Assessment Criteria.
- Judges' decisions are final and no correspondence will be entered into.
- Council reserves the right not to present an award if, in the opinion of the judging panel, submissions do not meet the required standard.

Conflict of interest

- Council will take reasonable steps to ensure judging is fair and impartial.
- Judges must declare any actual, potential or perceived conflict of interest and may be excluded from assessing any project where such a conflict exists.

Awards and project funding

- The Competition includes the following awards:
    - Excellence Award – Years 7–8
    - Excellence Award – Years 9–10
    - Judges' Commendation
    - People's Choice Award
- Each Excellence Award winner and the People's Choice Award winner will receive $750 in project funding.
- The People's Choice Award winner will receive $250 in project funding.
- Funding will be provided to the participating school to support implementation of the winning project.
- Where implementation of the original proposal is not practical, feasible or approved, the funding may instead be used to support another waste reduction, resource recovery or sustainability initiative that aligns with the objectives of Shape Your City.
- Project funding:
    - Is not transferable to individuals.
    - Must be administered through the participating school.
- Any costs exceeding the awarded funding remain the responsibility of the school unless otherwise agreed in writing by Council.

Project implementation

- Winning projects are not automatically approved for implementation.
- Implementation remains subject to:
    - Approval by Council.
    - Approval by the participating school.
    - Any required risk assessments.
    - Available resources and budget.
    - Legislative and regulatory requirements.
    - Relevant Council policies.
    - Any other approvals considered necessary.
- Council may work collaboratively with schools and winning teams to modify or refine a project to improve its safety, feasibility, affordability or effectiveness while maintaining the intent of the original proposal.

Intellectual property

- Students and participating schools retain ownership of the intellectual property contained within their submissions.
- By entering the Competition, participating schools grant Council a non-exclusive, perpetual, royalty-free licence to reproduce, publish, display, communicate, or adapt submitted materials for educational, promotional, reporting and community engagement purposes.
- Where practicable, Council will acknowledge the participating school and student team.

Photography, video and promotion

- Winning and selected teams may be invited to participate in awards presentations, exhibitions, media opportunities and community events, including the Council's Recycling Festival.
- By entering the Competition, participating schools agree that submitted projects, photographs, videos and presentations may be used by Council for educational, promotional and reporting purposes.
- Schools are responsible for ensuring all required permissions have been obtained for the use of student names, photographs and videos in accordance with their own policies.

Privacy

- Council will collect, store and manage personal information in accordance with applicable privacy legislation.
- Personal information collected as part of the Competition will be used only for administering the Competition and associated educational, promotional and reporting activities.

Code of conduct

- All participants are expected to demonstrate respectful, inclusive and ethical behaviour throughout the Competition.
- Projects, presentations and supporting materials must not contain content that is:
  - Offensive
  - Discriminatory
  - Defamatory
  - Unlawful
  - Inappropriate for a school audience.
- Council reserves the right to remove or disqualify any submission that does not meet these expectations.

Accessibility and inclusion

- Council is committed to making Shape Your City accessible to all students.
- Reasonable adjustments may be made, where practicable, to support participation by students with disability or additional learning needs.
- Schools requiring adjustments are encouraged to discuss their requirements with Council as early as possible.

Disqualification

- Council reserves the right to disqualify any submission where it reasonably believes that:
  - These Terms and Conditions have been breached.
  - False or misleading information has been provided.
  - Plagiarism or copyright infringement has occurred.
  - The work is not substantially the students' own.
  - The submission contains inappropriate content.
  - The project otherwise fails to meet the Competition requirements.

Liability

- To the extent permitted by law, Council accepts no responsibility for:
  - Lost, delayed or incomplete submissions.
  - Technical failures or interruptions.
  - Damage to submitted materials.
  - Any loss, damage, cost or personal injury arising from participation in the Competition or implementation of funded projects.
- Nothing in these Terms and Conditions excludes any rights or remedies that cannot legally be excluded under Australian law.

Force majeure

- Council will not be liable for any delay, alteration, suspension or cancellation of the Competition arising from circumstances beyond its reasonable control, including but not limited to natural disasters, public health emergencies, industrial action, school closures, technology failures or government directions.
- Where such circumstances occur, Council may amend the Competition timeline, judging process or awards as necessary.

Changes to the competition

- Council reserves the right to amend these Terms and Conditions where reasonably necessary to ensure the fair and effective administration of the Competition.
- Any significant changes will be communicated to participating schools as soon as practicable.

Acceptance of terms

- By submitting a project, the participating school, supervising teacher and student team acknowledge that they have read, understood and accepted these Terms and Conditions.
- The following documents form part of these Terms and Conditions and should be read together:
  - Annual Challenge Brief
  - Teaching and Learning Resource
  - Student Workbook
  - Assessment criteria
  - Submission Guidelines
  - Any additional Competition information published by the City of Tea Tree Gully.

No guarantee of implementation

- While Council is committed to recognising and celebrating innovative ideas, participation in the Competition does not guarantee that any proposed project will be implemented by Council or the participating school.
- Winning projects may require further investigation, consultation, technical assessment, funding approval or modification before implementation.
- Council may adopt, adapt or incorporate ideas from submitted projects into future initiatives without any obligation to implement the project in its original form.


CITY OF
TEA TREE GULLY
Naturally Better