# Energy Efficiency Annual Action Plan

*Date and valid year*

*This template is intended as an example only and will need to be modified to meet your school’s needs and formatted to correspond with the school’s existing policies.*

***All example text is represented in red and italics.***

*Please check in with your RSS school facilitator if you require any support.*

Use data from the **Energy Audit** and other sources to identify areas for improvement and add these to your action plan. Have the school’s oversight group endorse the plan.

Consider actions such as:

*implementing switch off campaign overnight for urn(s) and in holidays for fridges/freezers/printers and anything that operates on standby;*

*appointing energy monitors in each classroom to set thermometers, switch off lights at end of the day;*

*switching security lighting to sensor lighting and/or;*

*installing timer on zip boilers in staff areas.*

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| Energy overarching goal (from SEMP) |
| ***By 2027 we will have controlled energy consumption within the school so that we reduce our impact on the natural environment.******To achieve this, we will:**** ***Appreciate energy as a valuable resource***
* ***Educate students, staff and community about the sources of energy, and best practice for efficient use.***
* ***Conduct audits and monitor energy usage***
* ***Develop a best practice energy use plan for the school***
* ***Use resources and equipment as efficiently as possible,***
* ***When buying new equipment purchase the most energy efficient***
* ***Implement energy saving infrastructure where possible such as shading, solar panels, blinds etc***
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| Energy Target (from SEMP) |
| Benchmark - 400 kWh per student / per year for Secondary Schools*(Add here: school’s energy target based on present score)* |
| Term*Example* | Action (insert rows as required)*Example* | Who*Example* | DateCompleted |
| *Ongoing* | *Monitor energy usage by uploading energy bill information to RSS site*  | *Business manager* |  |
| *Term 1 annually* | *Appoint energy monitors from staff and student cohort to:** *set thermostats, switch off lights at end of the day;*
* *implement switch off campaign overnight for urn(s) and in holidays for fridges/freezers/printers and anything that operates on standby*
 | *Sustainability Coordinator and staff team, Student Environment Team* |  |
| *Term 1 2023*  | *Investigate opportunities for grants/funding for solar panels, LED lights and energy efficient appliances* | *Business Manager and Sustainability Coordinator* |  |
| *Term 1 and ongoing* | *Communicate energy conservation actions and goals to school community** *Presentation at school assembly*
* *Facebook post*
* *Newsletter Article*
* *Learning Story*
 | *Environment captains**Sustainability Coordinator**Sustainability coordinator* *Environment captains* |  |
| *Term 1 annually* | *School participate in ‘ride to school day’**Images included in newsletter* | *Sustainability Coordinator and whole school* |  |
| *Term 1 annually* | *Energy conservation signage to be audited and renewed as required* | *Sustainability Coordinator and Student Environment Team* |  |
| *Term 2 2023 and ongoing alternate years* | *Conduct Annual energy audit to assess winter usage**Results shared at assembly* | *Sustainability Coordinator and Student Environment Team* |  |
| *Term 1 Annually* | *Lesson: Geography:* *Landforms and Landscapes; Human causes of landscape degradation, the effects on landscape quality and the implications for places.* [*Curriculum Link VCGGK119*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK119)*What impact does the production of electricity in the Snowy Mountains River hydroelectricity scheme have on the local environment?*  | *Year 8 Geography* |  |
| *Term 2 annually* | *Lesson: History:* *The Making of the Modern World and Australia**Identify and evaluate patterns of continuity and change in the development of the modern world and Australia* [*Curriculum Link VCHHC126*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC126)*Student excursion to an historical park to see first-hand the use of energy, water, biodiversity and waste in early Australia**Learning story included in newsletter* | *Year 9 History* |  |
| *Term 3 annually* | *Lesson: Mathematics:**Investigate, interpret and analyse graphs from real life data (energy bills KWhs)* [*Curriculum Link VCMNA257*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA257)*Results shared at assembly and learning story included newsletter* | *Year 7 Mathematics* |  |
| *All year random* | *Spot checks of classroom energy use, report best results at school assembly* | *Student Environment team* |  |
| *Term 4 2024 and ongoing alternate years* | *Conduct Annual energy audit to assess summer usage**Results shared at assembly* | *Sustainability Coordinator and Student Environment Team* |  |
| *Term 4 annually* | *Lesson: Science: Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical consideration* [*Curriculum Link VCSSU090*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU090)*Energy at what cost: Investigate renewable and nonrenewable sources of energy.**Learning story included newsletter* | *Year 7 Science* |  |

## Endorsement

**This plan will be reviewed annually or more often if necessary due to changes in regulations or circumstances dictate.**

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| Signature |  |
| Date | 6/09/2024 |