# Energy Module Checklist

The ResourceSmart Schools Energy Module enables you to understand how your school uses energy and undertake actions to improve energy efficiency.

Complete the 6 compulsory actions and a minimum of 24 of the 39 recommended actions.

The document icon means that there is a template and/or a guide document available to support this action. Compulsory actions are linked to the ribbon icon.

## A Workplace and operational

Understand how your school uses energy. Create an energy efficiency action plan and improve your energy infrastructure.

**A1 Current status and research**

[ ] A1.1 We have completed an audit to assess energy usage around our school.

[ ] A1.2 We have entered our energy bills into RSS Online for the period we have been active in the RSS program and our baseline has been set. We have explained any anomalies that have occurred. 

**A2 Preparation and planning**

[ ] A2.1 We have developed an Energy Efficiency Annual Action Plan for improving energy efficiency and reducing greenhouse gases which has been endorsed by a relevant oversight group such as school council, school board and/or sustainability planning team.

[ ] A2.2 We have completed staff professional development on energy efficiency, emissions reduction opportunities, renewable energy technologies, or associated themes.

[ ] A2.3 We have applied for grants and/or entered environmental awards or competitions for energy related projects.

[ ] A2.4 We have signage about energy conservation practices in staffrooms, toilets, bathrooms, canteen, art rooms and general classrooms as required.

[ ] A2.5 We have created and implemented a maintenance procedure (e.g., for cleaning light fittings, reflectors, heaters, air conditioners and other appliances). 

[ ] A2.6 We have created and implemented a whole school shutdown procedure for the end of the day, weekend and school holiday periods.

[ ] A2.7 We have created and implemented a heating and cooling procedure at our school. 

[ ] A2.8 We have implemented a standby and shutdown procedure for our computers and monitors. 

[ ] A2.9 We have implemented a cross ventilation (natural air flow) procedure.

[ ] A2.10 We have implemented timer systems on appliances where appropriate.

[ ] A2.11 We have a plan to become a zero net carbon school. 

**A3 Monitoring**

[ ] A3.1 We have energy monitoring systems and equipment in place to collect energy data and this data is being regularly reviewed and used.

**A4 Lighting**

[ ] A4.1 We have implemented de-lamping and re-lamping programs.

[ ] A4.2 We have replaced or added light fitting reflector panels and/or painted surfaces for light refraction or reflection.

[ ] A4.3 We have reduced energy waste through lighting upgrades such as movement-sensored lighting, timer switches, and security lighting set to only operate during hours of darkness.

[ ] A4.4 We use natural lighting, including skylights or light tubes, as much as possible during the day.

**A5 Heating and cooling**

[ ] A5.1 We use green or passive heating and cooling systems such as heat recovery ventilators, glasshouses, external shading devices or planted trees to keep the sun off the north, east and west facing windows.

[ ] A5.2 We have installed weather stripping and/or draught proofing where appropriate.

[ ] A5.3 We have used passive solar design principles at our school.

[ ] A5.4 We use ceiling fans according to the season.

[ ] A5.5 We have installed and/or improved insulation.

A5.6 We have installed more efficient windows and/or window films.

**A6 Other equipment**

[ ] A6.1We have installed 5 star or more energy-rated appliances where appropriate.

**A7 Renewable energy generation, purchasing and offset**

[ ] A7.1 We use renewable energy technology such as solar panels, a wind generator, a biomass energy generator, solar hot water, solar-powered water pumps or air movement systems, or other energy generation systems at our school.

[ ] A7.2 We have a green purchasing policy that includes energy efficient appliances and green energy supply (where applicable) and has been approved by the oversight group: school council/school board/sustainability team.

[ ] A7.3 We have ensured the protection and longevity of existing trees on the school's grounds to act as a carbon sink.

[ ] A7.4 We have planted or contributed to the maintenance of indigenous and/or native trees as a carbon sink on the school grounds or in our local area.

[ ] A7.5 We have offset our travel-based carbon emissions with an accredited provider.

## B Learning and teaching

Include energy in your learning and teaching activities by creating an action plan and provide practical opportunities for students to engage with energy production, energy conservation and climate change.

**B1 Energy, global warming and climate change**

[ ] B1.1 We have linked educational activities to our Energy Efficiency Annual Action

Plan.

[ ] B1.2 We have linked our energy education curriculum documentation to the current mandated curriculum.

[ ] B1.3 We have included authentic, immersive, hands-on learning opportunities in our energy education program.

[ ] B1.4 We have incorporated Aboriginal and Torres Strait Islander learning perspectives in the development of our energy education program.

[ ] B1.5 We have used our energy audit data to complement our energy education program.

## C Whole school community engagement

Involve your school community in energy actions by sharing your stories to inform, involve, engage and demonstrate your leadership in reducing your CO2-e emissions. Work with your local community to increase the impact of your actions.

C1 Policy and reporting

[ ] C1.1 We have communicated our energy efficiency activities, including progress made to reduce our energy use and carbon emissions, to our school community. 

[ ] C1.2 We have completed at least one school learning story that celebrates our energy efficiency achievements and shared this with our school community. 

[ ] C1.3 We have a Green Events Policy that keeps energy use to a minimum at both school-based events and larger events involving the wider school community. 

**C2 Student and parent leadership**

[ ] C2.1 We have involved students in the development of our energy efficiency programs.

[ ] C2.2 We have a student action team that contributes to the implementation of the Energy Efficiency Annual Action Plan and coordinates energy related activities across the school.

[ ] C2.3 We have involved parents, carers, volunteers and other members of the school community to assist us with planning, implementing and reviewing our Energy Efficiency Annual Action Plan.

**C3 Community and communication links**

[ ] C3.1 We have collaborated with our local government and/or energy provider to develop and participate in energy related projects within the school and/or wider community.

[ ] C3.2 We have participated in activities to reduce personal car-based transport for staff and students.

[ ] C3.3 We have shared energy efficiency ideas and activities with our school community to encourage them to be more energy smart at home.

[ ] C3.4 We have given presentations on our school's energy efficiency program to other schools or organisations.

[ ] C3.5 We have received support for energy related projects from local/state/federal governments, local businesses or local green energy organisations.