



# Water Checklist

How water smart is your school? This checklist is useful if your school is working on the Water Module as part of ResourceSmart Schools Sustainability Certification. It will help provide an audit of what your school is doing and where there are opportunities for further action.

To complete the Water Module your school needs to **complete a minimum of 32 actions** from the list below (57 actions in total), including **ALL the actions in section A1 Current status and research**.

## A Workplace and operational

This section is about how your school can save water by assessing the way water is used through audits, creating a water plan, managing water usage in your grounds and school yard, retrofitting and new technology as well as maintenance.

### A1 Current status and research

All actions in section A1 are compulsory

Have you completed an audit to assess water usage and stormwater collection around your school?

Have you collected data on past water usage for at least two years?

Has this data been entered as your baseline data?

### A2 Preparation and planning

Do you have a whole-school water reduction or conservation plan in place?

Is there professional development for staff on water conservation, water quality, water efficiency and river health or associated themes?

Has your school applied for water-related grants and/or entered into any environmental awards or competitions e.g. ResourceSmart Schools Awards, Watersaver Awards, Water Learn it! Live it! Accreditation, Savewater! Awards?

Do you have water monitoring systems and equipment in place and are you collecting and recording data?

Have you installed interpretive signage about water conservation practices in staffrooms, toilets, bathrooms, canteen, art rooms and classrooms?

Have you implemented a maintenance regime e.g. for taps, toilets, showers, dishwashers, cleaning stormwater pits, oval watering, irrigation and/or night watering?

Have your water policies, targets and action plan been approved by school council and/or planning committee?

### A3 Water efficiency and water supply

Have you fixed any identified leaky taps or fittings in buildings or in the school grounds?

Is the water pressure and heating on the hot water system adjusted to appropriate settings?

Do you use non water-based approaches to cleaning where possible?

Have you retrofitted flow controllers to key usage areas?

Have you installed 3 or 4 star water efficient fittings in key usage areas e.g. staffroom, food tech and bathrooms?

Have you installed or retrofitted dual flush toilets?

Have you installed composting toilets and/or waterless urinals?

Have you installed tap timers and auto shut off taps?

Have you installed 4, 5 or 6 star water efficiency rated appliances where appropriate e.g. dish washers?

Do you have rinse and wash protocols in place (where applicable) for science, art, food technology, material technology and first aid rooms?

Are you reusing grey water as per EPA Victoria guidelines and have you contacted your local council for advice?

Do you reuse storm and/or grey water for toilet water?

### A4 Gardens and school grounds

Do you use composting and mulching systems to build soil fertility, support water retention or absorption and reduce water loss through evaporation in garden beds?

Have you planted appropriate local, drought tolerant plants to suit the environment and climatic conditions?

Where applicable, do you use subsurface, drip and timed irrigation to ensure watering at appropriate times?

Have you installed rain sensors?

Do you have control processes in place for rubbish-free stormwater pits e.g. evidenced by stormwater gutters and pipes in clean and good condition, stormwater and litter signage such as "Only Rain in the Drain"?

Do you collect stormwater for garden watering?

Do you reuse stormwater for garden water supply as per EPA Victoria guidelines?

Have you diverted stormwater for wetland, habitat or irrigation systems?

Do you use water tanks (or alternative systems) for the collection and redistribution of stormwater?



## B Learning and teaching

This section is about how your school has built sustainable water use into your curriculum so that students are directly engaged in learning and taking action to be more sustainable users of water.

### B1 Water, waterways and catchments

Do you have an action plan that clearly targets classroom activities across the school to address water?

Are your classroom activities in water clearly linked to the AusVELS cross-curriculum priority of Sustainability?

Are your classroom programs linked to practical, hands-on activities that encourage:

- > The use of school grounds as an authentic learning space for nature-based, informal and outdoor learning about water conservation and water usage reduction?
- > Excursions to provide students with first-hand experience of catchments, local waterways and natural areas and/or excursions to water education centres?
- > Links to home-based projects and behaviour change in water usage and using save water calculators?

Does your school program provide students with the opportunity to take responsibility for classroom activities and programs in water issues?

Does your school engage Aboriginal and Torres Strait Islander learning perspectives in curriculum development and relate this to water?

Do you have visitors to school to provide students and teachers with knowledge and motivation around water conservation?

Do you participate in Waterwatch, Saltwatch, Coastcare, Catchment Management Authority or equivalent water habitat focused programs?

Are you using the data you collect as a curriculum activity to monitor progress in water reduction in the school?

## C Whole school community engagement

This section is about how your school is going with a whole school community approach to being water smart rather than a single teacher, parent or group of students leading on this.

### C1 Policy and reporting

Is the whole school provided with regular information about water activities and programs?

Do you seek regular feedback from the whole school and community on the water activities and programs?

Have you completed and uploaded at least one learning story that celebrates your water achievements onto school, departmental or sustainability websites?

Is water education included as a priority, focus area or emphasis in your school goals e.g. in your school plan, policy, administration and/or curriculum charts?

Do you run school events that target water conservation and avoiding wastage?

### C2 Student and parent leadership

Are students involved in planning and managing the water conservation and stormwater quality programs?

Do you institute school environment leadership through students in the school?

Do you have an active school environment club or student action team?

Do parents and other members of the school community assist in the planning and implementation of the water plan?

### C3 Community and communication links

Does your school liaise and/or work with local or regional water groups?

Have staff and/or students attended local environmental network meetings?

Have staff and students participated in local waterways projects and activities?

Are questions about the attitudes and changes in water smart behaviour at home included in annual parent surveys and wider school community surveys?

Do you include ideas and activities in school newsletters to families about being more water smart at home?

Do staff and/or students mentor other schools?

Do students and staff communicate about water-related issues with other schools across the state, nation and globe?

Do staff and/or students give presentations on their school water and stormwater programs to other schools at conferences and professional development events?

Does your school liaise with political representatives from local, state and federal governments, local business and local 'friends of' groups for support of projects?