

## Case Studies

### Power and water conservation project Hallett Cove Preschool

Early Years

Partners: Governing Council  
Supported by Ecologically Sustainable Development Project Fund

- The installation and use of 24 grid connect solar panels, a 22,000 litre water tank powered by a solar pump and a solar hot water system.
- The school to use rain water to maintain gardens, for water play and to supply ducks and chickens needs.
- To increase knowledge of resource use
- To promote awareness that we can make a difference to improve the environment
- To become an ecologically sustainable preschool

We focus on simple practical ways our families can minimise their impact on the environment. Specific focus areas include;

- breeding ducks and raising chickens
- selling eggs
- growing host plants for Wanderer butterflies caterpillars
- worm farm
- recycling paper
- cans
- food scraps (to worms, chickens and composts)
- Use detachable taps and monitor water play use which drains into the system to maintain the garden

The success of the program is determined by

- 100% of our families
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Links between classroom work and environmental project

- Dot points if required

Environmental Reporting Themes and Issues for this project

Themes

Issues

## Atmosphere



- Ozone Depletion
- Air Quality
- Climate Change

## Biodiversity



- Threatened Species
- Native Vegetation
- Introduced Species

## Coasts and the Sea



- Fisheries
- Health of the Marine and Coastal Environment
- Aquaculture

## Inland Waters



- Water Quality
- Rivers, Streams and Wetlands
- Water Use
- River Murray

## Land Resources



- Land use
- Dryland Salinity
- Soil Erosion and Acidity

## Human Settlements



- Water Consumption in Urban Settlements
- Energy
- Transport
- Population and Urban Form
- Waste

## Heritage



- Heritage

- Arts
- Design and Technology
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Society and Environment

#### Elements of the Essential Learnings that your project develops

- Futures**
- Learners developing an understanding of patterns and connections within systems
  - Learners understanding world views when analysing future challenges
  - Learners building scenarios of preferred futures
  - Learners acquiring skills that will enable them to thrive in a fast changing world rather than becoming casualties of such change

- Identity**
- Learners developing an understanding of themselves, of the groups to which they belong, and of other members of their community
  - Learners coming to an understanding of the social construction of identities
  - Learners developing the capacity to relate effectively to others and to resist the pressure of negative stereotyping
  - Learners achieving a sense of their own current and emerging identities

- Interdependence**
- Learners coming to an understanding of cultural and global connections, patterns and evolutions

- Learners coming to an understanding of what is needed for sustainable social and physical environments
- Learners cooperating to achieve agreed outcomes
- Learners acting to benefit their communities

#### Thinking

- Learners knowing themselves profoundly as learners and thinkers
- Learners using a wide range of thinking modes
- Learners utilising thinking from a range of times and cultures
- Learners developing and employing enterprising attributes
- Learners developing enterprising and creative solutions for contemporary issues

#### Communication

- Learners having an understanding of the complexity and power of language and data
- Learners having an understanding of how communication works
- Learners having the ability to make effective use of language, mathematical information and the tools of information and communications technology
- Learners being able to effectively use communication in a range of modes