



# Senior Waterwatch Teachers' Guide

A guide for involving Stages 4–6 students  
in monitoring their local waterway



# Acknowledgements

This *Senior Waterwatch Teachers' Guide* and the accompanying *Waterwatch Field Manual* have been developed by Waterwatch coordinators in collaboration with Waterwatch partners. Many thanks to the following people for contributing their resources and expertise:

- Ingrid Berthold, Hunter–Central Rivers CMA Waterwatch Coordinator
- Bruce Chessman, Department of Environment, Climate Change and Water, Principal Research Scientist
- Robert Clegg, Australian Government Indigenous Land Management Facilitator, 2008
- Amanda Gregory, Department of Education and Training and Hunter–Central Rivers CMA Waterwatch Coordinator
- Colin Mondy, for sharing his extensive expertise as Waterwatch Coordinator (retired)
- Stuart Naylor, Sydney Catchment Authority, Riparian Program Coordinator.
- Beryl Newman, Department of Environment, Climate Change and Water, NSW Waterwatch Coordinator
- Jane Smith, Community Environment Network
- Samantha Willis, Central Coast Waterwatch Coordinator

NSW Waterwatch gratefully acknowledges the permission granted to use materials from a variety of sources including:

- Streamwatch, Sydney Water and Sydney Catchment Authority for information from the *Streamwatch manuals*
- Waterwatch Australia Steering Committee for material from the *Waterwatch Australia national technical manual* modules
- Michael Cassidy for information from the *Waterwatch Tasmania reference manual: a guide for community water quality monitoring groups in Tasmania*
- NSW Department of Primary Industries, for a variety of information including that contained in the publication *Physical property planning*
- Land and Water Australia for water quality, riparian assessments and illustrations
- Department of Natural Resources (WA), *Ribbons of blue: in and out of the classroom*
- Department of Natural Resources and Water, Queensland, for their *Community waterway monitoring manual*
- Geoffrey Simpson (Aboriginal Project Officer, Murrumbidgee CMA), cultural landscape assessment.

NSW Waterwatch acknowledges the support provided in the development of this valuable resource by NSW Catchment Management Authorities, the Waterwatch network across New South Wales and Australia, and the community involved in Waterwatch.

For more information about Waterwatch, check out the website:

[www.waterwatch.nsw.gov.au](http://www.waterwatch.nsw.gov.au)

Copyright: © 2010 Department of Environment, Climate Change and Water NSW

Published by: Department of Environment, Climate Change and Water NSW  
59–61 Goulburn Street, PO Box A290, Sydney South 1232

Ph: (02) 9995 5000 (switchboard)


Ph: 131 555 (environment information and publications requests)

Ph: 1300 361 967 (national parks, climate change and energy efficiency information and publications requests)

Fax: (02) 9995 5999 TTY: (02) 9211 4723

Email: [info@environment.nsw.gov.au](mailto:info@environment.nsw.gov.au) Website: [www.environment.nsw.gov.au](http://www.environment.nsw.gov.au)

ISBN 978 1 74232 375 6 DECCW 2009/500



# How to use this guide

This *Senior Waterwatch Teachers' Guide* and the accompanying *Waterwatch Field Manual* have been designed to provide a complete guide to designing and implementing the Waterwatch program within secondary schools in New South Wales, to meet curriculum outcomes.

The methods and procedures described combine best practice and scientific rigour with straight-forward instructions, to ensure students gain maximum benefit from participation while also contributing high quality data to the Waterwatch database. Such data becomes a valuable tool for natural resource managers to use in catchment planning.

This guide for teachers incorporates information about designing and developing a Waterwatch program within schools and how to link activities to local community initiatives.

The guide is divided into numbered sections:

- Section 1: Introducing Waterwatch and maintaining healthy waterways
- Section 2: Formulating a Waterwatch Plan
- Section 3: Organising a day at the waterway
- Section 4: Background to the water quality tests
- Section 5: Background to the habitat assessments
- Section 6: Background to the riparian condition assessment
- Section 7: Background to the water bug survey
- Section 8: Work sheets and Q&A sheets
- Section 9: Templates and checklists
- Section 10: Waterwatch OH&S policy
- Section 11: Curriculum links
- Section 12: Glossary
- Section 13: Bibliography

This teachers' guide is to be used in conjunction with the *Waterwatch Field Manual* and contains cross-references to that document.

Learning by doing is often the best way. Waterwatch offers a way for your students to get involved in monitoring the health of their environment and to take part in managing some of the problems.

## **Congratulations on your involvement in Waterwatch!**

### **Disclaimer**

The Department of Environment, Climate Change and Water advises that those who participate in Waterwatch do so at their own risk. No responsibility or liability is accepted for any injury, loss or damage, however caused, arising from any participant's involvement in the organisation, conduct or participation in Waterwatch.



# Table of contents

Acknowledgements	ii
How to use this guide	iii
<b>Section 1: Introducing Waterwatch and maintaining healthy waterways</b>	<b>1–1</b>
1.1 Welcome to Waterwatch!	1–2
1.2 Getting to know your place in the catchment	1–4
1.3 Human impacts on waterways, including climate change	1–11
<b>Section 2: Formulating a Waterwatch Plan</b>	<b>2–1</b>
2.1 What is Waterwatch?	2–2
2.2 Developing a monitoring plan	2–3
2.3 Senior Waterwatch Plan (template)	2–15
2.4 Senior Waterwatch Agreement (template)	2–21
<b>Section 3: Organising a day at the waterway</b>	<b>3–1</b>
3.1 Preparations for the day	3–2
3.2 Pre-visit activities	3–3
3.3 At the waterway	3–6
3.4 Water testing activities at the site	3–8
3.5 Post-excursion activities	3–12
<b>Section 4: Background to the water quality tests</b>	<b>4–1</b>
4.1 Water quality testing	4–2
4.2 Temperature	4–4
4.3 pH	4–6
4.4 Electrical conductivity (salinity)	4–8
4.5 Turbidity	4–10
4.6 Rate of flow	4–11
4.7 Available phosphate	4–13
4.8 Dissolved oxygen	4–14
4.9 Faecal coliforms and <i>E. coli</i>	4–15
<b>Section 5: Background to the habitat assessments</b>	<b>5–1</b>
5.1 What is a habitat?	5–2
5.2 The riparian zone	5–3
5.3 The aquatic zone	5–5
5.4 In-stream food webs	5–6
5.5 Wetlands	5–7



<b>Section 6: Background to the riparian condition assessment</b>	<b>6-1</b>
6.1 Why assess the condition of riparian vegetation?	6-2
6.2 Outcomes and criteria for riparian condition assessment	6-3
<b>Section 7: Background to the water bug survey</b>	<b>7-1</b>
7.1 What are water bugs (macroinvertebrates)?	7-2
7.2 Types of macroinvertebrates	7-4
7.3 Habitats of water bugs	7-5
7.4 What's for dinner?	7-8
7.5 Food chains and webs	7-10
7.6 Life cycles	7-12
<b>Section 8: Work sheets and Q&amp;A sheets</b>	<b>8-1</b>
8.1 Graph the results of investigations work sheet	8-2
8.2 Finding patterns in results work sheet	8-3
8.3 Investigations at the waterway: evaluation work sheet	8-4
8.4 Water quality tests: what do they mean? Q&A answers for teachers	8-5
8.5 Water quality tests: what do they mean? work sheet	8-11
8.6 Climate change: water quality and habitats work sheet	8-13
8.7 Adaptation to climate change work sheet	8-14
8.8 Activity futures wheel work sheet	8-15
8.9 Develop an action plan for your site work sheet	8-16
8.10 Classifying water bugs by structural features work sheet	8-17
8.11 Identifying water bugs: using simple keys work sheet	8-19
8.12 Introduction to scientific drawing work sheet	8-21
8.13 Food chains: diets of common aquatic species work sheet	8-22
8.14 Water bug investigation work sheet	8-23
8.15 Life cycle of a dragonfly work sheet	8-24
8.16 Life cycle of a mosquito work sheet	8-25
8.17 Life cycle of a caddisfly work sheet	8-26
<b>Section 9: Templates and checklists</b>	<b>9-1</b>
9.1 Monitoring objectives checklist	9-2
9.2 General tips and checklist for selecting a site	9-3
9.3 Monitoring skills checklist	9-5
9.4 Waterwatch group training log	9-6
9.5 OH&S Risk Management Plan template	9-8
9.6 Student welfare information form template	9-10
9.7 Parent/guardian permission to use photographs letter template	9-11
9.8 Fieldwork checklist for water quality testing	9-12
9.9 Fieldwork checklist for a water bug survey	9-14



<b>Section 10: Waterwatch OH&amp;S policy</b>	<b>10–1</b>
10.1 Responsibilities and management of OH&S issues	10–2
10.2 Risk assessment	10–3
10.3 Risk management	10–4
10.4 Waterwatch kits	10–6
10.5 Chemical storage and use	10–7
<b>Section 11: Curriculum links</b>	<b>11–1</b>
<b>Section 12: Glossary</b>	<b>12–1</b>
<b>Section 13: Bibliography</b>	<b>13–1</b>



# SECTION 1

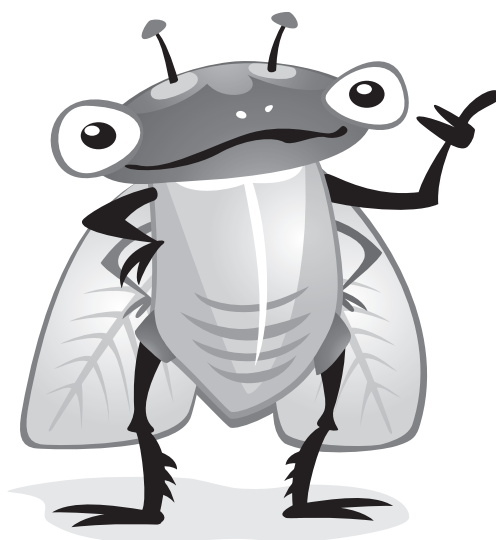


## Introducing Waterwatch and maintaining healthy waterways

*Waterwatch is primarily concerned with the health of water catchments and the waterways they feed into. In this section you will be introduced to Waterwatch and its role in involving the community, including schools, volunteer groups and landholders, in monitoring and maintaining healthy waterways.*

*Included in this section:*

	<i>Page</i>
1.1 Welcome to Waterwatch!	1-2
1.2 Getting to know your place in the catchment	1-4
1.3 Human impacts on waterways, including climate change	1-11



# 1.1 Welcome to Waterwatch!

***Waterwatch helps the community understand water quality issues and how to manage them within catchments, to create healthy waterways and promote the sustainable use of this precious and limited resource.***

## **WATERWATCH VISION:**

Current and future generations empowered and actively involved in the sustainable use and management of catchments.



***In Australia, climate change, drought and the pressure of population have all contributed to increasing pressure on our water resources. When waterways are degraded by natural or human factors, it not only reduces freshwater supplies, but it also affects aquatic ecosystems.***

Waterwatch uses action learning methods, and by adopting an investigative approach, community groups, land managers and students can become involved in natural resource management within their local environment. Waterwatch engages communities by:

- raising awareness
- capacity building
- collection of quality assured community data
- participation in collaborative action
- building networks and partnerships.

## Raising awareness

Waterwatch provides a range of programs, activities and events to raise awareness of water quality and sustainability issues. By promoting sustainable rivers and healthy catchments, Waterwatch aligns with key sustainability principles.

## Capacity building

Waterwatch develops knowledge, skills and understanding of natural resource management issues by involvement in the care and management of local environments. This participatory approach to teaching and learning promotes quality teaching within schools and community involvement in local issues.

## Collection of quality assured community data

Waterwatch provides a framework to support groups to develop and implement a monitoring plan that leads to the collection of quality assured community data. The data confidence standards of Waterwatch mean that the data can then be used for local natural resource planning and decision-making for on-ground action. Water quality data is stored on the NSW Waterwatch online database.





## Participation in collaborative action

Waterwatch facilitates the involvement of the community in actions to improve and/or restore the condition of their local creek, river, wetland or groundwater. Partnerships between community groups, schools, Catchment Management Authorities, local government agencies, catchment groups and businesses result in productive and sustainable joint projects. Collaborative projects to improve catchment health move Waterwatch from monitoring to action.

## Building networks and partnerships

Integrated catchment management involves community groups, schools, the business sector and local and state government agencies working together to manage our precious natural resources. Waterwatch encourages and reinforces the value of community consultation and provides links to strong networks of environmental management and education. Waterwatch networks and partnerships enrich and strengthen the program throughout New South Wales while having the flexibility to meet local and regional needs.



## 1.2 Getting to know your place in the catchment



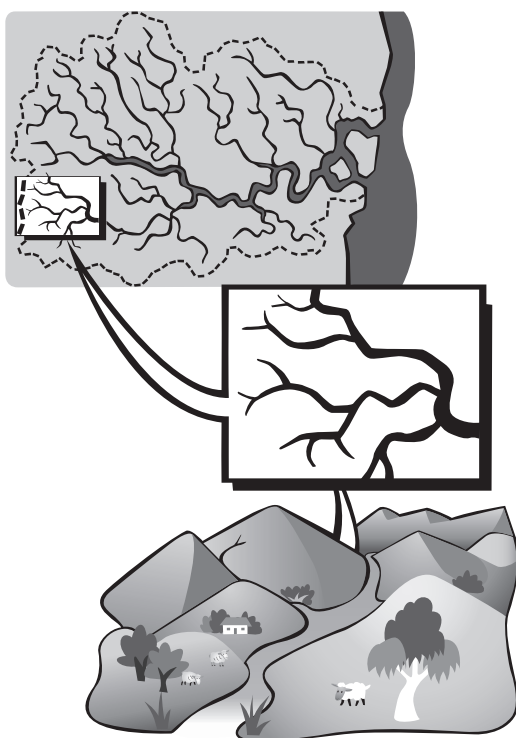
*A catchment is an area of land catching rainfall that flows into a creek, river, wetland or ocean. It is essential to know where you are located within your catchment as activities upstream, downstream and in your local area, will impact on water quality and catchment health.*

### What is a catchment?

A **catchment** is an area of land catching rainfall that flows into a creek, river, wetland or the ocean. Hills or ridges separate each catchment and direct the flow of water into different waterways. Within catchments, there are natural features such as native vegetation, water, rocks and soils. However, catchments are also the places where people live, work and play. **Human use in catchments** can have an impact on water quality. This will affect the availability of water for a variety of uses.

**Catchments occur at a variety of scales** from very large catchments such as the Murray–Darling Basin to local creeks and streams that may only flow occasionally. The interconnectedness of catchments means that changes in water quality in small local catchments will impact on larger creeks and rivers downstream.

Waterwatch works with communities to monitor and develop actions to improve local catchments. As small catchments make up as much as 75% of the total stream network within any given catchment, local actions can make a significant contribution to water quality and catchment health, even when the creek may run only occasionally.



**Catchments require management** to be sustainable for future generations. Sustainable management will maintain and improve the quality of natural resources within a catchment and meet the needs of the community, ecosystems and the environment. In New South Wales, Catchment Management Authorities (CMAs) have been set up to work with the community, local government and state government agencies, industry and individuals to identify and manage key natural resource management issues within the various catchments in their region.

**Catchment Management Authorities** (CMAs) are regional bodies that have developed Catchment Action Plans to manage key natural resource management (NRM) issues within their regions. It is important to identify the CMA region in which you live and link your Waterwatch monitoring actions to the priorities within the region's Catchment Action Plan.

NSW CMAs operate in the following regions:

Border Rivers/Gwydir; Central West; Hawkesbury–Nepean; Hunter–Central Rivers; Lachlan; Lower Murray Darling; Murray; Murrumbidgee; Namoi; Northern Rivers; Southern Rivers; Sydney Metro; Western.



For more information, see [www.cma.nsw.gov.au](http://www.cma.nsw.gov.au)

## Parts of a catchment

### Upper catchment

In the upper reaches of the catchment, such as mountain regions or foothills, rivers are usually fast flowing. This means they have the energy to carry large pieces of rock and gravel eroded from stream beds and banks. Vegetation along the banks (riparian) provides a buffer from overland flow, reducing the input of sediment and nutrients.

The upper parts of a river system are very important to the health of the entire river because this is the source of much of the food carried downstream. Dams and weirs impede the distribution of food and seeds and the migration of aquatic animals, as well as altering flow rates and flood frequencies.

Overhanging vegetation provides much of the food (in the form of leaves, fruits, seeds, twigs and bark) required by stream organisms such as macroinvertebrate 'shredders', which convert coarse material to finer fragments. These macroinvertebrates (water bugs) are adapted to fast moving water, e.g. by having streamlined bodies.

### Middle catchment

In the middle part of the catchment, the river meanders through flood plains. During large floods, water spills out over banks onto the flood plain and deposits a layer of sediment. Occasional floods are important for maintaining the health of wetlands.

Often in these middle reaches, the stream bank and its trees no longer shade all the water surface. Here the sun is able to warm the water through the day, particularly where the current slows to form pools. Water temperature tends to drop at night as the accumulated heat is given off to the cold air. Daily and seasonal changes in water temperature tend to be greatest here.



Attached algae become more abundant and grazer (plant eating) and collector macroinvertebrates dominate this section of the stream. Organisms like mayfly nymphs shear off pieces of algae growing on rocks. Collectors feed upon fine material (shredder faeces and small plant fragments) transported from upstream and from local vegetation.

## Lower catchment

As a river gets very close to the sea or other large bodies of water, it travels very slowly and deposits the large quantities of sediment it has been carrying from further upstream. Collector macroinvertebrates predominate in this stretch of the stream, filtering out accumulated minute particles suspended in the water and gathering fine particles that have settled to the river bottom. Organisms that are tolerant to lower oxygen levels and slow moving water are more common in this part of the catchment. In the lower catchment, riparian vegetation influences bank stability and slows flood flows.

## Estuary/marine

An estuary can be described as a semi-enclosed body of water occurring where fresh water joins and mixes with salt water from the ocean with tidal influences. Estuaries are some of the most productive ecosystems and a valuable asset of the coastal environment. They also play an important role in providing food and shelter for a wide range of aquatic organisms such as crustaceans and molluscs. Estuarine habitats include saltmarshes, mangroves, seagrasses, reedbeds, shallow sand and mud flats, rocky shores and reefs, and deeper zones of fine sediments.

Marine ecosystems are those that occur in sea water.





## Typical characteristics of different parts of a catchment

Upper, middle and lower catchments each have their own typical landscape features and as the water travels downstream, it shows some predictable changes in factors such as turbidity, temperature and nutrient levels.

### Typical landscape and water characteristics for different parts of a catchment

Characteristic	Upper catchment	Middle catchment	Lower catchment
<b>Altitude</b>	High	Decreasing	Low
<b>Slope</b>	Steep	Generally decreasing	Flat
<b>Velocity</b>	Fast	Generally decreasing	Slow
<b>Depth</b>	Shallow	Deeper	Deepest
<b>Width</b>	Narrow	Generally increasing	Wide
<b>Bottom</b>	Rocky stream bed	All types	Gravel, sand, silt or mud
<b>Sediment transport</b>	Erosion	Erosion and/or deposition	Deposition on flood plain
<b>Turbidity</b>	Clear water	Generally increasing	More turbid
<b>Percentage shading</b>	High	Generally decreasing	Low
<b>Temperature</b>	Cold	Increasing	Warmer, possible stratification (layering)
<b>Dissolved oxygen</b>	High	Generally decreasing	Lower
<b>Nutrients</b>	Low	Generally increasing	Higher



Recognisable trends also exist along the length of a catchment in the types of vegetation found in the waterway and along its banks, and the effect the presence of this vegetation has on the flow of water. The size of food particles available for macroinvertebrates (water bugs) also changes.

## Typical vegetation for different parts of a catchment

Vegetation type	Upper catchment	Middle catchment	Lower catchment
In-stream plants	Minor	Attached algae and large rooted plants	Free floating algae and large plants at margins of river
Riparian (stream bank) vegetation	Vegetation buffers stream from overland runoff	Vegetation reduces flow velocity and stabilises bed and banks	Vegetation influences bank stability only, encourages levee deposition and slows flood flows
Food source for macroinvertebrates	Mainly coarse pieces of streamside vegetation (dead leaves)	Increasing proportion of fine particles	Mainly fine particles

Features of water bugs, such as their mode of feeding and body shape, as well as their abundance and level of diversity, also show changes along the length of a typical catchment.

## Typical macroinvertebrate composition for different parts of a catchment

Feature	Upper catchment	Middle catchment	Lower catchment
Feeding mode	Shredders and collectors dominate	Grazers and collectors dominate	Filtering collectors dominate
Body shape	Adapted to fast moving water, e.g. streamlined	Wide variety of body shapes	Adapted to slow moving water, e.g. burrowers
Abundance	Low	Generally higher	Generally lower
Diversity	Low	Generally higher	Generally lower

## Healthy catchments and rivers

A healthy catchment is one that is sustainable and able to meet the needs of the community, ecosystems and the environment.

The health of a waterway can be measured by characteristics such as:

- water quality measured by physical, chemical and biological parameters
- healthy ecosystems with a high biodiversity. This includes both aquatic and terrestrial ecosystems, especially along riverbanks
- the resilience or capacity of the ecosystem to maintain its structure and function in the presence of stress. This may be caused by natural factors such as floods or human-induced change.



Land use is a key factor determining the health of waterways. Human activity can impact on river health by influencing the interactions between natural resources (land, water, vegetation and soils) and between aquatic and terrestrial ecosystems. The following table provides an outline of different land-use types within catchments and the tests that could be used to provide an indication of their impact on water quality and ecosystem health.

Site features and land use	Comments	Water quality tests
Wetlands	Complex natural ecosystems that can act as natural filters.	Macroinvertebrates pH Salinity (EC) Turbidity Phosphates Faecal coliform
Estuaries	Water quality is affected by tides. Human activity can impact on an estuary via activity within the marine environment and adjacent land.	Benthic invertebrates Dissolved oxygen Turbidity pH Phosphates Salinity (EC) Habitat assessments
Natural ecosystems	High quality diverse and sensitive ecosystems that will be highly impacted by human activity. This may affect water quality and ecosystems.	Macroinvertebrates Dissolved oxygen Turbidity pH Phosphates Salinity (EC) Habitat assessments
Forestry and logging operations	Building roads, clearing forests and logging can result in soil erosion and sediments washing into waterways. Removal of trees allows more light to penetrate to water, encouraging plant growth.	Compare data with that for natural ecosystems to determine the impact of operations Macroinvertebrates Dissolved oxygen Turbidity pH Phosphates Salinity (EC) Habitat assessments
Agricultural land uses – general crops and pastures	Removal of groundcover can cause erosion and rising water tables. Runoff can pollute water with nutrients, sediments and pesticides. Poor irrigation and land use can lead to salinity problems.	Macroinvertebrates Algae Stream cover Dissolved oxygen Turbidity pH Phosphates Salinity (EC) Habitat assessments
Agricultural – intensive livestock	Feedlots and dairies can pollute surface and groundwater with manure, nutrients and bacteria.	Faecal coliform Phosphates Algae

Site features and land use	Comments	Water quality tests
Urban	Runoff from urban areas and stormwater can contaminate water with oils, nutrients, toxic chemicals, litter, soil, sewage and other organic matter.	Macroinvertebrates Dissolved oxygen Turbidity pH Phosphates Salinity (EC) Heavy metals Habitat assessments
Golf courses and playing fields	Runoff may carry nutrients and pesticides.	Phosphates Stream cover Algae Macroinvertebrates
Construction sites	Poorly managed construction sites can result in sediment and chemical pollution of nearby waterways.	pH Salinity (EC) Turbidity
Septic and sewerage systems	Leaks, overflows and poorly functioning sewerage and septic systems can have a severe impact on water quality and public health problems.	Phosphates Faecal coliform Macroinvertebrates Heavy metals
Mining operations	Sediments, tailings, dust and chemical waste can have a severe impact on water quality. These impacts can be present long after mining operations have ceased.	Turbidity Salinity (EC) pH Dissolved oxygen Macroinvertebrates Heavy metals

It is essential to know where you are located within your catchment. Activities upstream, downstream and in your local area will impact on water quality and catchment health. River health reflects catchment health. Even the management of small waterways in catchments is important because they generally make up three-quarters of the total stream water.





## 1.3 Human impacts on waterways, including climate change

**Human activity has modified the natural environment and this has led to many environmental problems or issues. Some of the most significant of these issues are increased soil and river salinity, land degradation, water pollution, loss of biodiversity and climate change. Management of these issues while maintaining the productivity and sustainability of the natural environment is a key challenge for the future.**



### Climate change

Climate change is one of the most significant human impacts on the environment. Higher air and sea temperatures, sea level rises, more extreme storms, more drought, less rainfall with most of it falling in storm events, and more flooding, are all predictions for how climate change will affect New South Wales.

Climate change will also impact on water quality. As temperatures rise, water becomes less able to hold dissolved oxygen. Reduced rainfall, particularly during the hotter months, will reduce vegetation cover over the landscape. Increased frequency of higher intensity storm events will produce greater sediment and nutrient loads. As a result, water quality and the overall health of river systems are likely to decline.

Waterwatch groups can help to track the effect of climate change by monitoring water and air temperature, plus turbidity, dissolved oxygen and nutrients, particularly following storm events.

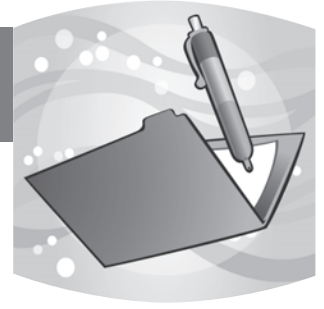
Climate change will impact on both aquatic and terrestrial ecosystems. Waterwatch groups can monitor these changes through the ongoing sampling of macroinvertebrates and riparian condition.



Work sheets 8.6 to 8.8 are designed to help students explore the effects of climate change on waterways.



## SECTION 2



# Formulating a Waterwatch Plan

*Planning is important for the ongoing success of the Waterwatch program. This section outlines the steps you will need to take to develop a successful Waterwatch Plan, also known as a monitoring plan. Templates are also provided for a Senior Waterwatch Plan and Waterwatch Agreement.*

*Included in this section:*

	<i>Page</i>
2.1 What is Waterwatch?	2-2
2.2 Developing a monitoring plan	2-3
2.3 Senior Waterwatch Plan (template)	2-15
2.4 Senior Waterwatch Agreement (template)	2-21



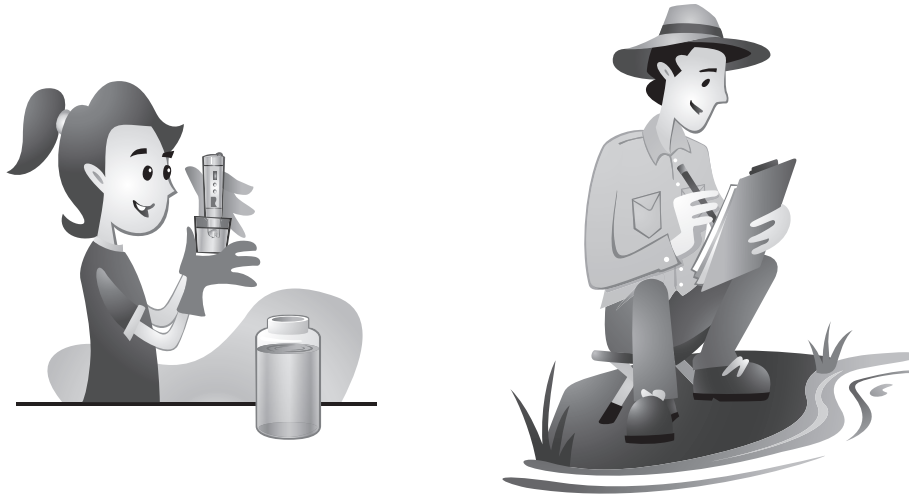
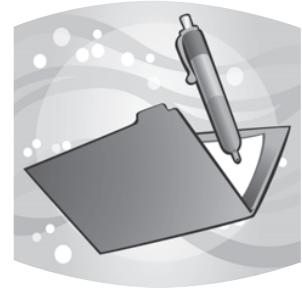
## 2.1 What is Waterwatch?

Waterwatch is an ongoing monitoring program that involves the community and schools in monitoring a local waterway. The program is designed to be flexible, to meet different outcomes, including school curriculum outcomes and community needs.

Monitoring is the regular observation and measurement of natural resource conditions over time, usually to detect change.

Waterwatch focuses on building skills within the community so the program can be run on an ongoing basis. Participants develop ownership of their site by monitoring water quality and ecosystems and by implementing actions to protect the environmental values at their site.

Waterwatch procedures, equipment and methods have been developed to ensure that the data collected by your group is quality assured and can be used for planning purposes by other organisations such as Catchment Management Authorities, local government and water authorities.



## Why involve the community in monitoring?

Community monitoring is increasingly valued by natural resource managers and planners for the following reasons:

- Small waterways make up three-quarters of the total stream network within any given catchment and they can be monitored most effectively by local communities, including land managers.
- Local knowledge can be utilised that may not be available through scientific monitoring programs. This may include local data and information, including observations and stories about change over time.
- Data can be used to assess the effectiveness of local environmental management projects or as a tool for planning at the farm, sub-catchment or catchment scale.
- Community monitoring of natural resource condition increases awareness and ownership of local environmental management issues and the actions needed to address them.
- Community monitoring can empower communities by providing a framework for involvement in natural resource management decision-making. This may lead to better management outcomes.





## 2.2 Developing a monitoring plan

An effective Waterwatch program involves designing and developing a monitoring program that meets the needs of the group while collecting quality assured community data. The following questions will allow you to develop a monitoring plan that meets the needs of the group while collecting quality assured community data:

- Why are you monitoring?
- Where will you monitor?
- What are the Occupational Health and Safety (OH&S) risks?
- How often will you monitor?
- What will you monitor?
- What equipment will you use?
- What training will be required?
- How will you ensure the quality of your data?
- What will you do with the data collected?

The answers to these questions should be recorded in the Waterwatch Plan. Each of these questions will now be dealt with in more detail.



### Why are you monitoring?

Waterwatch engages communities in natural resource management through community water quality monitoring. This may include the following outcomes:

- **Data collection** – Waterwatch uses best practice in community monitoring and groups use a range of skills and equipment to investigate an issue, collect data and record results. By storing information on the NSW Waterwatch online database, natural resource managers can use the data for planning and managing waterways at the local and regional scale.
- **Monitoring projects** – Waterwatch may provide the tools and resources to assist individuals and community groups to monitor projects. These may range from the protection and management of wetlands, rivers and estuaries to the monitoring of water tables and groundwater as part of a salinity project.
- **Catchment planning** – Waterwatch can provide baseline data for natural resource management agencies and organisations when formulating management actions. At the farm scale, landholder planning will be enhanced by mapping water resources and managing waterways and water sources on the farm.
- **Education and capacity building**
  - to develop a community understanding of catchment issues and processes that will lead to improved water quality and catchment health
  - to develop knowledge, skills and understanding in schools to meet curriculum outcomes. This may include the integration of Waterwatch as a tool to teach a range of subjects or as an environmental education activity.



The monitoring objectives checklist in Section 9.1 can help you analyse your reasons for monitoring and decide what kind of monitoring will achieve your goals.

## Can you develop partnerships outside the school?

Consider the following possibilities for partnerships:

- Your local Catchment Management Authority may assist with your testing. They are interested in protecting and managing natural resources within a regional context.
- Local councils may have a project for your students and provide support.
- Environmental, Landcare, Bushcare and other community groups may be working on a local project which could involve students.

## Where will you monitor?

The site you choose for monitoring should provide ease of access and local interest. Groups can develop an understanding of their site over time and watch for future changes.

## What makes a suitable site?

- an open flat area where the group can work
- easy and safe access to water
- shallow water for bug surveys
- accessible all year round
- samples taken will be representative of the water body
- at least 100 metres downstream of any drain
- above tidal influence (unless estuarine water quality is being tested)
- upstream of where the creek enters another water body, if applicable
- stable site that will not wash away during floods.



To help you choose a suitable site, a site selection checklist is provided in Section 9.2.

Once sites have been identified, they will need to be named and located. The Waterwatch Plan provides details of how to name sites. The location of sites needs to be very accurate for plotting on the Waterwatch website. Further details of how to do this follow.

## Locating Waterwatch sites for the online database

To enter data on the statewide database, your Waterwatch sites need to be plotted onto the maps used in conjunction with the database. It is advisable to have your sites entered on the database as soon as possible by your local Waterwatch Coordinator. Sites are located on the online Waterwatch map by means of latitude and longitude. You can determine the latitude and longitude using one of the following methods:

### GPS coordinates

A global positioning system (GPS) is a satellite-based navigation system that can record site location with a high level of accuracy. GPS systems usually record locations in latitude and longitude.



## Latitude and longitude using the internet

A **geographic coordinate system** is a reference system that uses a three-dimensional spherical surface to determine locations on the earth using longitude and latitude coordinates.

The **datum** recorded by the geographic coordinate system comes from either the Australian Map Grid (AMG) or Map Grid of Australia (MGA), depending on the map you are using. You will find the mapping system in the margin of the map.

The mapping facility on the Waterwatch online database will generate latitude and longitude for sites.

If you are using GPS coordinates to locate sites, please check to make sure that the values are within the valid values ranges below:

Latitude		Longitude	
Min	Max	Min	Max
-28.16623	-37.56440	141.00946	153.63000

## Topographic map references

Grid references from a topographic map can be used to locate sites. This is called a **projected coordinate system**. The map margin will provide information about the map zone and the datum used for the map. This information is required to locate sites using grid references. GDA 94 is the Australian coordinate system used during and after 1994, replacing AGD 66 (pre-1994 maps).

You will be able to generate site locations from the Waterwatch online database. The site locations will be stored as GDA 94 but the database can convert AGD 66 to GDA 94 as long as the correct datum is selected when locating sites.

If you are locating sites using a topographic map, you will need to determine the Eastings and Northings from the map. Eastings should be a 6 digit number and Northings a 7 digit number. When these coordinates are combined a site location based on a grid reference is provided.

**Note:** You will also need to record the map zone and datum from the map margin to locate your site.

### Reading the Easting

Eastings consist of 6 numbers, the first 3 taken from across the top of the map:

- the single digit number in smaller type which is in front of some of the nearby grid references
- the 2 digit number above the grid line immediately to the left (west) of your site's location
- a number from 0 to 9 to approximate the distance across the grid square that your location lies. This number is 0 for locations right on a line.

Add two zeros to this number, bringing the total number of digits to 6.



### Reading the Northing

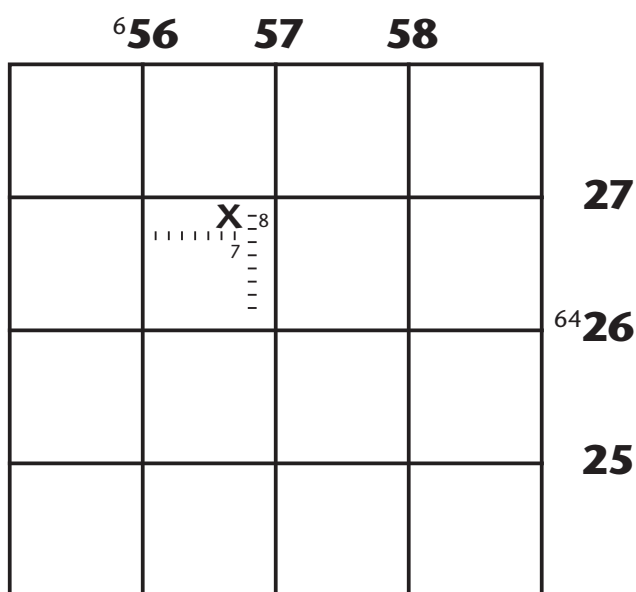
Northings consist of 7 numbers, the first 5 taken from the sides of the map:

- the 2 digit number in smaller type which is in front of some of the nearby grid references
- the 2 digit number beside the grid line immediately below (south of) your site's location
- a number from 0 to 9 to approximate the distance above the grid line that your location lies. This number is 0 for locations right on a line.

Add two zeros to this number, bringing the total number of digits to 7.

The diagram below illustrates how the grid reference for the site located at the cross would be determined. Easting = 6 56 7; Northing = 64 26 8

The grid reference for the site after adding two zeros for Eastings and two zeros for Northings is 6567006426800.



Once you have collected all the information from your topographic map, please check that your information is consistent with the valid values for grid references as follows:

ZONE	Easting		Northing	
	Min	Max	Min	Max
54	499000	793000	6060000	6793000
55	207000	794000	5844000	6837000
56	206000	844000	5844000	6887000

Once you have determined the grid reference for your site, enter this information into your Waterwatch Plan and the Waterwatch Coordinator can use a mapping tool to convert your grid reference to latitude and longitude.



## What are the Occupational Health and Safety (OH&S) risks?

Waterwatch groups have a number of identified Occupational Health and Safety (OH&S) risks. NSW Waterwatch is committed to reducing risks to students involved in community monitoring and has developed a comprehensive OH&S policy. This policy is provided in Section 10.

In summary, the OH&S risks for anyone taking part in Waterwatch activities include site risks and chemical safety risks (if chemicals are used as part of the monitoring plan).

Waterwatch aims to avoid and/or minimise risks to participants by providing:

- an OH&S Risk Management Plan template to be completed prior to and during monitoring
- a checklist of essential equipment, including personal protective clothing, used when monitoring
- chemical safety sheets for all relevant tests.



Section 10 outlines the OH&S policy for the Waterwatch program and Section 9.5 contains an OH&S Risk Management Plan template. Sections 9.8 and 9.9 contain fieldwork equipment checklists. Chemical safety sheets for all the tests used in Waterwatch are provided in the *Waterwatch Field Manual*.

## How often will you monitor?

Waterwatch is an ongoing monitoring program and you will need to consider how the monitoring you do fits into the aims of the wider program. Consider how you might develop a program that includes:

- regular monitoring throughout the year
- monitoring after significant rainfall or a pollution event
- monitoring associated with local projects and issues.

The frequency of the testing you do may be increased by regularly collecting water from your site(s) and taking it to a more convenient place to test.

## What type of monitoring is right for your group?

**Baseline studies** are monitoring programs used to define the present state or condition of a waterway. This type of monitoring forms the basis of any monitoring plan and is conducted at the start of a monitoring program.

**Snapshot monitoring** may occur on a single day across a sub-catchment or catchment. This provides spatial information about the natural resource condition being monitored at a given point in time.

**Ongoing monitoring** is conducted on a regular basis and is useful in showing trends or changes over time.

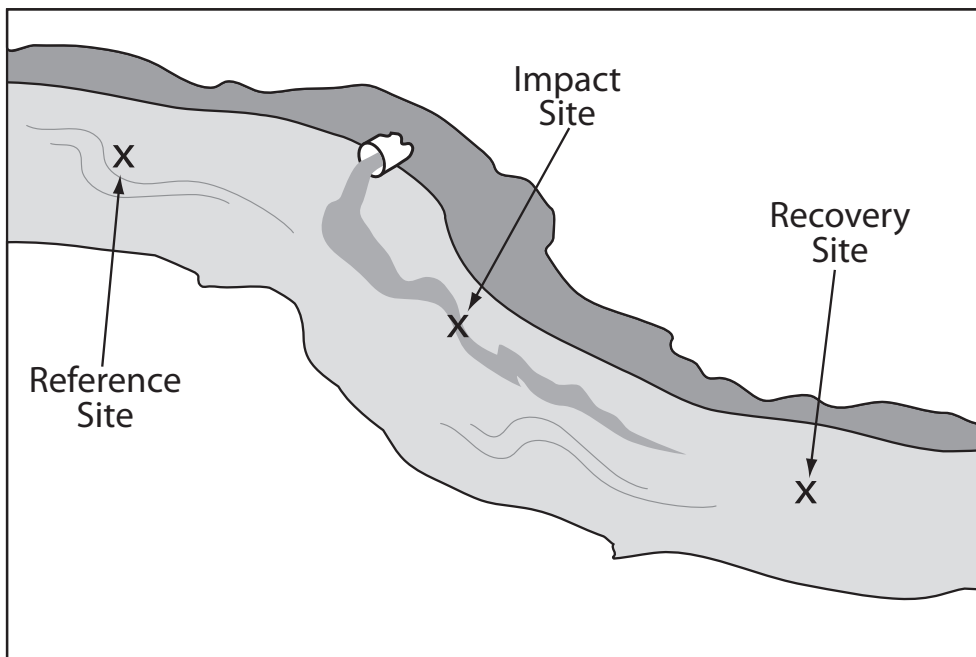


**Impact monitoring** investigates whether an impact causes change, e.g. a sewage treatment plant may affect nutrient levels.

**Event-based monitoring** is done after significant events such as rainfall to work out what has changed during and after the event. It is important that this type of monitoring include frequent monitoring after the event, as the impacts may persist for only a few days. Event monitoring can include parameters such as electrical conductivity, pH, temperature and dissolved oxygen.

**i** The monitoring objectives checklist in Section 9.1 can help you determine the best type of monitoring to achieve the goals of your particular group.

## Monitoring a pollution source



## What will you monitor?

A waterway is a system of interrelated physical, chemical and biological characteristics. Indicators are key measures that best summarise information about the condition, trends and changes in the health of waterways and the environment. They are made up of parameters that can be measured by observation or field sampling.

Indicators can:

- detect early signs of changes (trends) in the catchment
- indicate whether the environment is as healthy as we would like
- indicate whether we have achieved our objectives
- suggest why problems have occurred.



## Water quality and river health parameters

Water quality can be monitored by measuring physical, chemical and biological parameters. These are called quantitative assessments. Other assessments may provide information about factors that are more difficult to measure. These include observations and experiences that contribute to changes in environments over time. These assessments are called qualitative assessments and may be encompassed in case studies.

### Quantitative assessment

Quantitative assessment involves collecting data to measure the physical, chemical and biological water quality and river health parameters.

Biological	Chemical	Physical
Macroinvertebrates Habitat assessments Riparian (riverbank) assessments Macrophytes (aquatic plants) survey Microbiological Faecal coliforms/ <i>E. coli</i>	Available phosphate Dissolved oxygen	pH Electrical conductivity Temperature Turbidity Flow Bank assessments

### Qualitative assessment

Community insights and knowledge about local environments will provide valuable information about social networks and the effectiveness of natural resource management projects for improved management outcomes.

## Monitoring for planning and land-use change

Both quantitative and qualitative monitoring can assist to plan and promote land-use change at a variety of scales. Below are some examples of how monitoring promotes a greater understanding of catchment issues and community-driven land-use change.

### Monitoring on-ground works

On-ground works projects to improve natural resource condition will require monitoring to assess their effectiveness. Baseline monitoring is important to assess the natural resource condition prior to any works starting. During and after the works the type and frequency of monitoring will be determined by the nature of the project, but may include ongoing monitoring and event monitoring that will provide an overall picture of the impact of management actions over time.

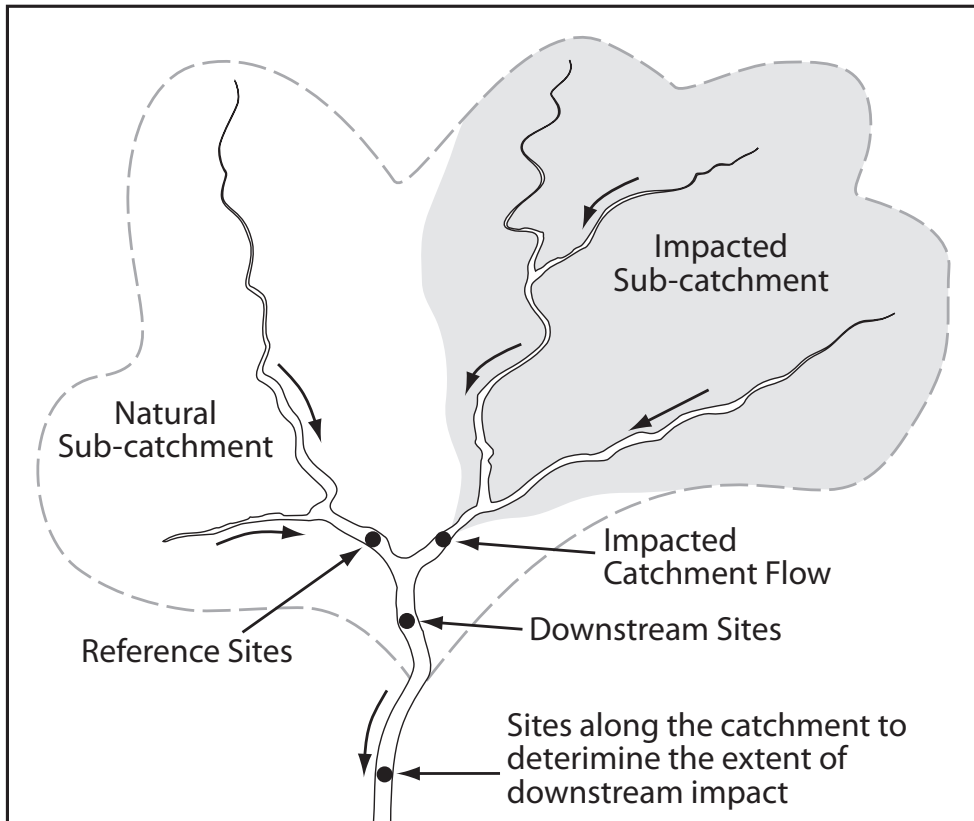


## Comparing catchment and sub-catchment impacts

To monitor the impacts of a specific activity at the catchment or sub-catchment scale, a monitoring program can be designed to compare the impacted catchment with an unimpacted catchment.

Impact monitoring should include:

- sites in the unimpacted sub-catchment for comparison
- sites in the impacted sub-catchment
- sites downstream of the impacted sub-catchment to determine its effect on the main flow and the extent of the impact along the catchment.



## What type of monitoring will meet the needs of your group?

The type of monitoring you choose will depend on the goals and objectives of your group and may include one or more of the following indicators and parameters.

Indicator	Parameters that can be measured
<b>Stream physical condition</b> indicates the extent of change in the stream from the natural physical state	Stream bed composition, bank stability, amount of woody debris, habitat assessments, turbidity
<b>Catchment stress</b> indicates the effects of human activity and how it may change over time	Phosphates, salinity, pH, turbidity, temperature, human use and intensity of use, riparian vegetation assessment
<b>Ecosystem integrity</b> indicates the amount of change in the aquatic ecosystem from the natural condition prior to the influence of humans	Variety of in-stream habitats, macroinvertebrates, area of wetlands, quality of riparian vegetation, dissolved oxygen percentage saturation
<b>Public health</b> indicates risk to human health in situations of primary and secondary contact, resulting from contamination of waterways	Faecal coliform <i>E. coli</i> testing to identify exposure to disease-causing bacteria
<b>Chemical impact</b> focuses on the amount of change from the natural chemical state of the water, which affects aquatic life and human use	Dissolved oxygen, available phosphate, macroinvertebrates
<b>Land management at the property scale</b>	Phosphates, salinity, pH, turbidity, temperature, human use and intensity of use, riparian vegetation assessment and macroinvertebrate sampling

Adapted from *Waterwatch Tasmania Manual*, 2003



## What equipment will you use?

Waterwatch uses standardised equipment that has been selected to ensure high levels of data confidence, including:

- precision and accuracy of results
- consistency of methods
- ease of use
- robustness.

The type of equipment needed will depend on the parameters being tested and may include water quality testing equipment, as well as equipment for biological sampling of macroinvertebrates and/or riparian vegetation assessment.



It is important that only NSW Waterwatch accredited equipment is used to collect water quality data.



A full list of Waterwatch accredited equipment is provided in the *Waterwatch Field Manual*.

## What training will be required?

Once your group develops a Waterwatch Plan, the group is registered with NSW Waterwatch and training is provided by a Waterwatch Coordinator. Once trained, others can be trained within the group by a 'train the trainer' model. Only participants trained in Waterwatch methods, equipment use and OH&S should conduct the monitoring. Your local Waterwatch Coordinator will notify you if any training procedures change.

The annual quality assurance (QA) program conducted by NSW Waterwatch allows you to check the accuracy of your testing methods in comparison with Waterwatch standards. The information collected identifies issues with training, equipment and methods that can be improved.



Section 9.3 is a skills checklist and Section 9.4 is a training log to help you determine and manage your group's training needs.

---



## How will you ensure the quality of your data?

It is important that the data collected by your group meets the aims of the group and contributes to the Waterwatch knowledge base. To ensure high quality results, Waterwatch incorporates quality assurance (QA) and quality control (QC).

QA involves the management of planning, data collection, quality control and reporting, to ensure data is of high quality and meets defined standards. This includes procedures for setting and maintaining training standards, calibrating equipment and reporting results.

QC involves the specific steps taken to measure and control the quality of data and to reduce the risk of errors. Examples of QC procedures include taking measurements from more than one sample at the same site and comparing the results.

Waterwatch includes QA/QC in all aspects of the program from the design of the monitoring plan to the frequency of testing, training and the recording and validation of results. Waterwatch data confidence plans will include the following QC and QA checks.

<b>Monitoring plan</b>	<ul style="list-style-type: none"> <li>community monitoring plans designed to produce the data required for the project</li> <li>plan takes into consideration where and when to test, the types of tests and the frequency of monitoring</li> </ul>
<b>Training and support</b>	<ul style="list-style-type: none"> <li>training is essential to ensure that water quality tests are performed accurately</li> <li>Waterwatch Coordinators provide training to groups</li> <li>other group members are trained by the 'train the trainer' model</li> <li>annual QA events check the skills of the group and identify additional training needs</li> </ul>
<b>Group data management – recording your results</b>	<ul style="list-style-type: none"> <li>Waterwatch provides field recording sheets to ensure all the information required is recorded at the site – never record results on bits of paper</li> <li>Waterwatch data is stored on the online database – groups are trained to upload and download their data</li> </ul>
<b>Regional data management – uploading the data</b>	<p>Waterwatch Coordinators assist your group to manage data by:</p> <ul style="list-style-type: none"> <li>plotting your sites on the online Waterwatch database</li> <li>verifying data uploaded to the Waterwatch database</li> <li>liaising with groups about their results</li> </ul>
<b>Standardised equipment</b>	<ul style="list-style-type: none"> <li>only approved Waterwatch equipment can be used by your group</li> <li>equipment used for NSW Waterwatch is selected for its precision, accuracy, robustness and ease of use, allowing your group to produce good quality data with equipment that is easy to use and will not break under normal field conditions</li> </ul>
<b>Standardised methods</b>	<ul style="list-style-type: none"> <li>procedures, calibration, sampling measurement, QC mechanisms and record keeping are standardised to make sure results are comparable between sites – your group will produce the most accurate results by following the prescribed procedures</li> </ul>
<b>QA events</b>	<ul style="list-style-type: none"> <li>a statewide QA event is held each year to identify issues related to procedures and sampling equipment, as well as identify community training needs – all groups are encouraged to participate in this event</li> </ul>
<b>NSW Waterwatch online database</b>	<ul style="list-style-type: none"> <li>upload data as soon as possible after testing to the Waterwatch online database at <a href="http://www.waterwatch.nsw.gov.au">www.waterwatch.nsw.gov.au</a></li> </ul>

## What will you do with the data collected?

The data collected by your group will be useful to other groups and organisations. Uploading your data to the Waterwatch online database makes it accessible for all kinds of uses, including catchment planning. It is important to upload your results to the database as soon as possible after testing.

Students will get the most out of their participation in Waterwatch if they analyse and interpret the data they have collected. This involves organising the data to show findings and develop conclusions, and making recommendations and planning actions.

**Conclusions** are an explanation of why your data looks the way it does and what factors have influenced the results.

**Recommendations** describe what action should be taken and/or what further information should be gathered.

Analysis of your data should be made with reference to the *ANZECC Guidelines* provided for your site location within the catchment and in consultation with your Waterwatch Coordinator.



## 2.3 Senior Waterwatch Plan (template)



### Senior Waterwatch Plan

Contact name: .....

School name: .....

Waterwatch group name: .....

Address: .....

Telephone: ..... Fax: .....

Email: .....

Date: .....

#### **WATERWATCH VISION:**

**Current and future generations empowered and actively involved in the sustainable use and management of catchments.**

The purpose of this agreement is to:

- identify the purpose of your monitoring plan
- record the equipment, sites and methods to be used
- outline management issues related to your monitoring
- record your responsibilities in implementing Waterwatch.



## 1. Waterwatch within the school

Waterwatch fits into our school programs or activities in the following ways:

.....

.....

.....

## 2. Who will be involved in Waterwatch?

.....

.....

.....

## 3. Level of participation

Tick the following Waterwatch activities in which your group will participate:

Waterwatch activity		Yes	No
Spring / autumn water bug survey		<input type="checkbox"/>	<input type="checkbox"/>
Water quality monitoring		<input type="checkbox"/>	<input type="checkbox"/>
Parameters: (please circle)	Turbidity / Temperature / pH / EC / Available phosphate / Dissolved oxygen / Water bugs		
Testing frequency:			

Tick the boxes that apply to the aims of your monitoring plan:

- ☐ providing information about natural resource condition at the site
- ☐ enhancing knowledge and understanding of natural resource management and catchment issues
- ☐ monitoring of on-ground works projects
- ☐ identifying pollution events
- ☐ other (please specify).....

## 4. Waterwatch kits

To ensure the quality of the data entered onto the Waterwatch website, only equipment and methods endorsed by the NSW Waterwatch Best Practices Committee can be used for Waterwatch testing.

### Equipment sponsorships

Equipment may be provided by a sponsor, such as your local council or Catchment Management Authority, or through other grants and sponsorships, etc.

**Name of sponsor** (if applicable) .....

NOTE: Equipment provided by a sponsor remains the property of the sponsor unless stated below.

**Additional requirements by sponsor:**

.....

.....

.....



**Waterwatch kit contents** (tick the appropriate box)☐ Waterwatch kit☐ Macroinvertebrate kit

Test	Tick	Equipment	Tick
Temperature	<input type="checkbox"/>	Thermometer	<input type="checkbox"/>
pH	<input type="checkbox"/>	pH strips	<input type="checkbox"/>
Electrical conductivity	<input type="checkbox"/>	ECScan low	<input type="checkbox"/>
		ECScan high	<input type="checkbox"/>
		EC dual range	<input type="checkbox"/>
Turbidity	<input type="checkbox"/>	Turbidity tube	<input type="checkbox"/>
Available phosphate	<input type="checkbox"/>	DC1200	<input type="checkbox"/>
		Smart Colorimeter	<input type="checkbox"/>
		Smart 2 Colorimeter	<input type="checkbox"/>
Dissolved oxygen	<input type="checkbox"/>	Colorimeter Titration	<input type="checkbox"/>
Faecal coliforms/ <i>E. coli</i>	<input type="checkbox"/>	Faecal coliforms filtration equipment	<input type="checkbox"/>
		<i>E. coli</i> – glass Schott bottles, pipettes	<input type="checkbox"/>
		Incubator	<input type="checkbox"/>
Macroinvertebrates	<input type="checkbox"/>	Macroinvertebrate kit	<input type="checkbox"/>

**5. Recording data on the online database**

Choose a username and password in consultation with your Waterwatch Coordinator, to be used to enter or review your data in the 'Enter Your Data' section of the NSW Waterwatch website.

Username: .....

Password: .....

NSW Waterwatch web address: **www.waterwatch.nsw.gov.au**



## 6. Identifying water bodies and naming the site

Complete the information below for **each** site. It is highly recommended that sites are located by latitude and longitude using a GPS unit so they can be accurately plotted on maps. In locations where it provides sufficient detail, *Google Earth* can be used to obtain site locations by latitude and longitude. As a starting point, you may use a topographic map to obtain a grid reference for the site – map number, Easting and Northing. You can find the latitude and longitude of your locality by using the search tool at the following site if a more generalised location is required [www.ga.gov.au/map/names/](http://www.ga.gov.au/map/names/).

### Type of water body

Circle the most relevant description

<b>Lowland stream</b> (below 150 metres asl)	<b>Coastal stream</b> (below 150 metres asl)	<b>Upland stream</b> (greater than 150 metres asl)	<b>Standing water</b> (e.g. lakes, dams)	<b>Groundwater:</b> bore piezometer spring
---	---	---	---	---

Note: Altitude is measured as distance above sea level (asl)

### Naming the site

<b>Name of catchment</b>				
<b>Name of sub-catchment (if applicable)</b>				
<b>Name of water body</b>				
<b>Locality (town)</b>				
<b>Specific site location</b>				
<b>Location (grid numbers or GPS coordinates)</b>				
<b>Site code (if required, will be provided by Waterwatch Coordinator)</b>				
<b>Type of water</b>	<b>Tick the types of water found at your site</b>			
<b>Surface water</b>	<input type="checkbox"/> Fresh		<input type="checkbox"/> Estuary	
<b>Standing water</b>	<input type="checkbox"/> Dam	<input type="checkbox"/> Lake	<input type="checkbox"/> Wetland	<input type="checkbox"/> Other (specify) .....
<b>Groundwater</b>	<input type="checkbox"/> Bore	<input type="checkbox"/> Piezometer	<input type="checkbox"/> Spring	<input type="checkbox"/> Other (specify) .....

Site name registered on the NSW Waterwatch website:

.....

Note: Additional tables can be photocopied and completed if there is more than one site.





## 7. Waterwatch management

### Contact information

Role	Name and position	Contact details
Group coordinator		Phone:
		Fax:
		Mobile:
		Email:
2nd contact		Phone:
		Fax:
		Mobile:
		Email:
Support stakeholder (sponsor, if applicable)		Phone:
		Fax:
		Mobile:
		Email:
Waterwatch Coordinator		Phone:
		Fax:
		Mobile:
		Email:

### Incident management

In case of a pollution incident, the group coordinator ..... will contact their Waterwatch Coordinator by telephone to report the incident as soon as possible.



## Supervision

School teachers in our Waterwatch group accept the responsibility of ensuring that students are supervised and managed during Waterwatch training sessions.

## Training and safety

Training and retraining will be provided in all aspects of implementing the program. Anyone using the kit must be familiar with safety procedures and first aid.

Our group will strive towards best practice to ensure that results can be used by organisations such as Catchment Management Authorities and local government. This will involve:

- ☐ Waterwatch methods, equipment and testing procedures in accordance with the Waterwatch manual
- ☐ Safety procedures and first aid awareness
- ☐ OH&S risk assessment and risk management
- ☐ quality assurance, including:
  - calibration of equipment
  - maintenance of kit and equipment
  - participation in yearly QA events.

## Insurance

All Waterwatch groups must have their own insurance policy to cover any injury, loss or damage for their members and any other persons or property while participating in Waterwatch.

## 8. Telling the world

Waterwatch is about learning and communication. Our Waterwatch group will share our results and achievements with others through:

- ☐ water quality data entered on the NSW Waterwatch online database
- ☐ communication with our local Waterwatch Coordinator
- ☐ regular reports to the school community
  - in the school newsletter
  - at the school assembly
- ☐ regular reports, displays or presentations to sponsors such as:
  - the Catchment Management Authority
  - local councils
  - other (specify) .....



## 2.4 Senior Waterwatch Agreement (template)



### Senior Waterwatch Agreement

..... (group name)

agrees to:

- develop a monitoring plan that identifies the purpose of monitoring
- monitor at least twice per term (8 times per year)
- monitor at least one site that will be identified on the Waterwatch online database
- use only NSW Waterwatch equipment and Waterwatch methods to obtain results
- update equipment/methods in line with any reviews by Waterwatch
- ensure that all equipment is kept in good condition and that meters are calibrated to produce accurate results
- participate in training and refresher sessions
- participate in quality assurance (QA) testing as arranged by Waterwatch
- communicate and share results with sponsors
- enter water quality test results onto the Waterwatch website after testing
- contact the local Waterwatch Coordinator in the event of a pollution incident
- contact the local Waterwatch Coordinator and sponsor if we no longer wish to participate in Waterwatch testing
- review our Waterwatch Plan with the local Waterwatch Coordinator as appropriate
- participate in activities organised by the Waterwatch network in our area, e.g. water bug surveys, snapshot monitoring events, QA
- incorporate catchment studies as part of the curriculum, e.g. in Science, Agriculture, Geography and/or environmental education.

### Additional sponsor requirements

### Signed:

Group's Waterwatch Contact ..... Date: .....

School Principal ..... Date: .....

Waterwatch Coordinator ..... Date: .....

Other Stakeholder/Sponsor ..... Date: .....

#### Disclaimer

NSW Waterwatch advises that those who participate in Waterwatch do so at their own risk. No responsibility or liability is accepted for any injury, loss or damage, however caused, arising from any participant's involvement in the organisation, conduct or participation in the Waterwatch program.





## SECTION 3



### Organising a day at the waterway

*Good preparation for your students' participation in the Waterwatch program will maximise their enjoyment and the educational benefits gained. In this section you will be guided through the process of making sure students and equipment are ready for the field trip, given detailed instructions for ensuring the trip is a success, and provided with suggested post-excursion activities.*

<i>Included in this section:</i>	<i>Page</i>
3.1 Preparations for the day	3-2
3.2 Pre-visit activities	3-3
3.3 At the waterway	3-6
3.4 Water testing activities at the site	3-8
3.5 Post-excursion activities	3-12



The information provided in this section is to be used in conjunction with the relevant sections of the *Waterwatch Field Manual*.



## 3.1 Preparations for the day

***Preparing for a class excursion to the waterway will include student organisation, site assessments, preparing equipment and obtaining permission for student involvement.***



### Permissions and contacts

In preparing for a visit to your site, make sure you include the following permissions and contacts:

- parent permission to visit the site
- photographic permission
- site assessment
- organise parent helpers
- contact the local newspaper about the event.



Useful checklists and templates are provided in Section 9.

### Preparing for the water quality tests

- Identify the main water tests and activities for your class. These may include:
  - water sample collection
  - temperature
  - pH
  - turbidity
  - salinity
  - flow
  - available phosphate
  - dissolved oxygen
  - faecal coliforms/*E. coli*
  - observations
  - habitat assessments
  - site assessments
  - water bug surveys.
- Select student work sheets and water test procedure sheets relevant to the school teaching objectives.
- Laminate the water test procedure sheets.
- Photocopy recording sheets and other student work sheets.
- Calibrate your EC meter.



A Q&A about the water quality tests is provided in Sections 8.4 (questions with answers) and 8.5 (questions only). The Q&A is a useful way to assess students' understanding of the tests, either before, during or after a trip to the waterway.



## 3.2 Pre-visit activities

***To get the most out of their trip to the waterway, students should be introduced to the following concepts, skills and activities prior to the day.***



### Location and human use of catchments

Students can begin to understand the environment of the catchment and the human influences on it by:

- mapping the catchment
- talking about human activity in the area
- understanding water quality parameters
- linking water quality to human activity.

### Use of the equipment

To make sure testing runs smoothly on the field trip:

- practise using the equipment prior to the day
- conduct a range of experiments to develop skills in using the equipment and determine the purpose of investigations at the waterway.



## The six steps of investigation

Waterwatch provides practical experience conducting investigations within the environment. This involves applying science concepts to research in the field. Application of the following six steps of investigation will enable students to get the most out of the planning and implementation of their water quality monitoring program.

### Step 1

Write a short statement that makes clear what the problem is that you have to solve. Also write a research question or hypothesis, and then a prediction. Give a reason for your prediction.

### Step 2

Write a plan which outlines what you intend doing. Say what you will do to make any tests fair. Explain what measurements are to be made and how they will be made. Draw a diagram to show how the equipment will be used to conduct your tests.

### Step 3

Carry out your investigation and record all your observations and measurements. If you found that you needed to change your plan, write down what changes were made and why they were necessary. Present your data in a way that helps show the patterns or trends in your results.

### Step 4

Write a couple of paragraphs in response to these questions: What patterns or trends were present in the results? How do you explain the patterns? What did your results show you about the question or hypothesis you were investigating?

### Step 5

Write a paragraph that evaluates your investigation. Were your findings what you expected? To what extent did you reduce the errors associated with measurements, controlling variables and sampling?

### Step 6

How will you communicate your findings? Who is the 'audience' for your report? What will be the most appropriate means of communicating your findings – a formal written report, a poster, an oral report, a PowerPoint presentation?

Source: Mark W Hackling, Edith Cowan University, used with permission.



The plan on the next page can be photocopied for students to fill in.



# Investigations at the waterway: the plan

Student name: .....

Group members: .....

Complete the following information. It will form the basis of your investigation at the waterway.

## Purpose of the investigation:

.....  
 .....

## Question of inquiry:

.....  
 .....

## Prediction (hypothesis):

*Important variables* (list the most important variables that may affect the investigation):

.....  
 .....

## Choose variables to be included in this investigation:

### Independent variable

I will change: .....

.....

How will it be changed? .....

.....

### Dependent variable

I will measure: .....

.....

How will it be measured? .....

.....

### Control

The variables I will keep the same are: .....

.....

## Other important considerations:

How will you make sure your results are reliable? .....

.....

What equipment will you need? .....

.....



## 3.3 At the waterway

***Make sure students are aware of the rules that will apply when they are on-site by explaining them in the classroom prior to the field trip and then revising them on arrival. Organise the group into teams and build anticipation and fun by choosing team names.***



### Rules at the site

Students need to understand and follow rules when on-site, to keep everybody safe, protect the environment and make the whole experience fun and enjoyable:

- Work in pairs or groups and never alone. The creek has many potential hazards and a lone student may get into difficulties without being noticed.
- No running – the ground may be uneven and there may be hidden holes and objects to avoid.
- Do not enter the waterway – all sampling must occur at the edge.
- Never put hands or fingers near eyes or mouth after handling water. Any pollutants can irritate the skin and eyes and may be dangerous if swallowed.
- Wash your hands well with soap when you get back to school and before eating. Antiseptic gels may be used on-site if there are no bathroom facilities.
- Be sensible near the water and think of others. Don't do things which may be dangerous, e.g. pushing another student near the water.
- Look at and photograph animals and plants, but do not harm them.
- Take your litter away. A rubbish bag is also useful to collect up other litter you find, but take care with the kind of litter being picked up and watch for sharps and other dangerous objects. Students must tell a teacher straight away if they find something dangerous.
- Put pH papers, paper towel, etc. into a solid waste container, to be disposed of in a garbage bin away from the site.



## Warm-up activity – land or sea?

This warm-up activity increases student awareness of the global proportions of land and sea.

Note: Although 70% of the Earth's surface is covered by oceans, less than 3% of the world's water is freshwater and of that, 75% is frozen.

### Activity

- Students form a circle.
- Throw an inflatable globe-shaped ball or Earth ball from one person to another.
- When you catch it, is your right thumb on land or water?
- Call out land or water AND/OR make groups of 'land' or 'water'.

This activity can be used:

- to understand the relative quantities of fresh and salt water on the globe and the need to conserve and protect the limited freshwater available
- as an icebreaker to get to know other students, e.g. students call out their name and their favourite food, where they live, etc.
- to learn about the countries/continents and oceans, e.g. students call out the name of the country, continent or ocean under their right thumb.

### Discussion

Compare the number of students in each group, 'land' or 'water'. What does this tell us about the proportions of land and sea on the globe?



## 3.4 Water testing activities at the site



*The number and variety of tests you conduct at the site can be tailored to the amount of time you have and the number of students. Three options are outlined below. Refer to the Waterwatch Field Manual for detailed instructions on conducting tests.*

It is important to organise teams based on the amount of time available and the purpose of the testing. Structure the time to make sure all students are involved.

### Experimenting

Students will test their hypothesis by field testing:

1. Collect and record the data you need to test your hypothesis.

Note: The variables you have identified should be tested in the field.

2. Record the information on the Waterwatch recording sheets provided.

3. Write down the quality assurance incorporated in your test and explain how this will make sure the data will be accurate. For example, did you calibrate your equipment?

Once students understand the procedures for testing, other activities can be conducted to meet curriculum requirements. These include:

- observations – should be recorded **each time** you visit the waterway
- water bug surveys
- plant and animal assessments
- human impact assessments.

### Organising testing groups

<b>Option 1: A short stay</b>	Short time period: 0.5–1 hour	Students conduct physical tests only (temperature, EC, pH, turbidity)
<b>Option 2: Make a splash</b>	1–2 hours	Students conduct all tests for one sample
<b>Option 3: Dive in deep</b>	All day	Students conduct all tests for samples at more than one site



## Option 1: A short stay



1. Set up 4–5 workstations. One group is allocated to each workstation.  
.....
2. Each group collects a water sample for their workstation (except the group testing flow).  
.....
3. Allocate tasks to students, noting that some tests will take longer than others. For example, available phosphate, dissolved oxygen and faecal coliforms require greater time and skill.
  - temperature
  - pH
  - turbidity
  - salinity (EC)
  - available phosphate
  - dissolved oxygen
  - faecal coliforms
  - flow (optional)
 .....
4. One student reads the directions in the field notes while others conduct their allocated test.  
.....
5. Clean and dry the equipment and return it to the kit.  
.....
6. Record the results on the group's field record sheets.  
.....
7. Determine the water quality rating for each test by referring to Section 6 in the *Waterwatch Field Manual*.  
.....
8. Talk about the things near your site and in your catchment that would affect each test result.  
.....
9. Students make an assessment of the health of the waterway.  
.....
10. Develop a roster for students to upload data to the online database.

## Option 2: Make a splash

- Collect a water sample for the group.
- Students are divided into groups and tests allocated.

Note: It takes longer to do the chemical tests.

### Group 1

- temperature
- pH
- turbidity
- EC (salinity)

### Group 2

- observations
- flow (optional)
- other relevant assessments (e.g. site, habitat)

### Group 3

- available phosphate

### Group 4

- dissolved oxygen

### Group 5

- faecal coliforms (if applicable)

### Method:

1. Each group performs the allocated tasks.  
.....
2. Working as a team is important in this activity – one student reads the instructions in the field notes while the others conduct the test.  
.....
3. Clean the equipment and leave it out for the next group. The last group returns the equipment to the kit.  
.....
4. Record the result for your group.  
.....
5. Share the results with the entire group.  
.....
6. Determine the rating for each test.  
.....
7. As a group, talk about the things near your site and in your catchment that would affect each test result.  
.....
8. Students make an assessment of the health of the waterway.  
.....
9. Develop a roster for students to upload data to the online database.



### Option 3: Dive in deep

This option is the same as Option 2, but with different samples tested by each group. One or more additional workstations are set up for bug survey activities, or other assessments relevant to the class. These may include habitat, fauna and/or human impact assessments. The relevant sections of the *Waterwatch Field Manual* contain work sheets for these activities.



## 3.5 Post-excursion activities

***Be sure to record all information gathered on-site accurately on the field recording sheets. Keep these safe so the data can be uploaded to the Waterwatch website and analysed back in the classroom.***



### Uploading data

The water quality data should be uploaded to the Waterwatch website as soon as possible after testing. Training and instructions for uploading data will be provided by the Waterwatch Coordinator.

Students can view the data in the future and write reports based on the data they collect. Waterwatch information can provide an invaluable resource for your school library over time.

### Analysing the data

To get the most out of the information you have collected:

- students can download the data as a table or graph from the online database, which can be incorporated into reports
- the water quality information should be compared against the ANZECC guidelines, so that an assessment of the waterway can be obtained
- the questions and answers in Section 8.4 of this guide can be used to discuss the water quality data
- students can develop a plan of action to raise awareness or link with a local council, Catchment Management Authority or community group to develop a plan to protect or enhance the local waterway.



**Work sheets 8.1 to 8.3 are designed to help students understand and analyse the information they have collected at the waterway.**

### Communicating your results

Waterwatch promotes the sharing of your results with others. This may involve developing a poster, brochure or PowerPoint presentation.

When telling others about your research:

- keep ideas simple
- use drawings or photographs and keep text to a minimum
- write in large print
- keep the layout simple
- create an interesting focus for your poster or brochure.

## Action planning for your site: ideas for improving your waterway

Once you have conducted a range of assessments at the waterway, you can decide what your class can do to improve your local water quality.

Here are some ideas which may help you:

- Identify the main problems at the site.
- Make up a list and put the most important things first.
- Is the problem something the class can help with or will you need to notify the council or local Landcare group?
- Can you assist another group with these actions?

### Actions now!

Some of the things you can do might be able to be done straight away.  
For example:

- Monitor the water quality regularly.
- Clean up rubbish.
- Invite local newspapers to report your water monitoring results.
- Write articles to the local newspaper about the value of the waterway and its plant and animal life.
- Make a display for school or the local shopping centre.
- Contact people who can help.

### Longer term objectives

This may involve working with other groups in the community, e.g. Landcare groups or councils. With these groups you could:

- Plant trees to revegetate a creek bank.
- Remove weeds.
- Fence off areas from livestock.



Work sheet 8.9 will help students do some action planning for their site.



# SECTION 4



## Background to the water quality tests

*There are a number of water quality parameters that can provide information about the health of your waterway. Understanding these parameters and how they affect aquatic ecosystems is important if monitoring is to lead to actions to protect aquatic ecosystems.*

*This section provides detailed background information on all the tests performed as part of the Waterwatch program – what they measure and why they are important in the context of healthy waterways.*

*Included in this section:*

	<i>Page</i>
4.1 Water quality testing	4-2
4.2 Temperature	4-4
4.3 pH	4-6
4.4 Electrical conductivity (salinity)	4-8
4.5 Turbidity	4-10
4.6 Rate of flow	4-11
4.7 Available phosphate	4-13
4.8 Dissolved oxygen	4-14
4.9 Faecal coliforms and <i>E. coli</i>	4-15



Section 4 of the *Waterwatch Field Manual* contains detailed procedure sheets for all the water quality tests described in this section.



## 4.1 Water quality testing



### Why test water quality?

Water quality is the 'suitability' of water for particular purposes.

Human activities can have a major effect on water quality.

There are two aspects to think about when testing water quality: the usefulness of water for human use, and the impact that changes in water quality have on plants and animals living in the aquatic environment.

When the quality of the water declines, it is said to be polluted.

Pollution can occur directly, such as by wastewater disposal or urban stormwater. This is called point source pollution. Pollution can also occur indirectly from runoff from agricultural land or by the removal of native vegetation leading to increased erosion.

Water quality tests will give an indication of the health of the waterway. It is important to know what the problem is in order to fix it up!

By testing water over a period of time the changes in water quality can be noted. It is important to record changes in water quality so something can be done to reduce the problem.

Waterwatch provides the tools and methods that allow the community and schools to conduct investigations at their local creek or river and to report any changes.

Monitoring water quality promotes an interest in and awareness of environmental issues, while collecting quality assured community data. The Waterwatch program complements environmental education components of Science, Agriculture and Geography within schools.



The *Waterwatch Curriculum Links* booklet outlines how student participation in Waterwatch can be linked to curriculum outcomes. The booklet is available from your Waterwatch Coordinator or can be downloaded from the Waterwatch website: [www.waterwatch.nsw.gov.au](http://www.waterwatch.nsw.gov.au).

---



## Water quality in catchments

Issue	Caused by	Consequences
Nutrients and eutrophication	Nutrients in runoff Treated sewage discharge Fertilisers Low stream flow	Algal blooms – death of aquatic organisms Eutrophication Low oxygen
Turbidity	Erosion Sediment runoff Chemicals and organic matter	Poor water clarity Death of aquatic organisms (including fish) Channel obstructions
Salinity	Land clearing Increased application of water Overuse of water Reduced stream flow Underlying geology	Reduced agricultural output Damage to infrastructure Poor drinking water Death of aquatic organisms Reduced biodiversity
Faecal coliforms	Sewer overflows and leakage Stormwater runoff	Unsuitability for recreation Unsuitability for drinking
Acid sulfate soils	Poor construction practices in low-lying coastal areas Wetting and drying of inland wetlands	Death of aquatic organisms Damage to infrastructure
Thermal pollution	Discharges from dams and other large water storages Industrial discharges Concrete channels	Death of aquatic organisms Reduced biodiversity

Source: *NSW State of the Environment 2000*, NSW Environment Protection Authority.

## The tests

The tests conducted as part of the Waterwatch program include:

- temperature
- electrical conductivity (salinity)
- pH
- turbidity
- rate of flow
- available phosphate
- dissolved oxygen
- faecal coliforms or *E. coli*.

These tests have been selected because:

- they can be conducted in the field
- the results will be very accurate as long as the procedures are accurately followed
- they inform us about important catchment issues
- they develop an understanding of water quality and how the interaction of land and water affects water quality results.



## 4.2 Temperature

### What is temperature?

Temperature is a measure of heat and cold. Temperature is measured in degrees Celsius ( $^{\circ}\text{C}$ ).



### Why is it important?

The main effect of water temperature on the environment is related to oxygen in the water. The amount of oxygen that water can hold decreases as the temperature of the water increases. So if water gets too hot there is less available oxygen for living things to extract, for example, aquatic animals that need oxygen to breathe.

Temperature also affects the metabolic rate of aquatic animals, rates of development, breeding cycles, mobility, migration patterns and the sensitivity of organisms to toxins, parasites and disease. Life cycles of many organisms are related to temperature. Organisms can tolerate slow changes in temperature, but thermal stress can occur where the temperature changes more than 1 or 2 $^{\circ}\text{C}$  in 24 hours.

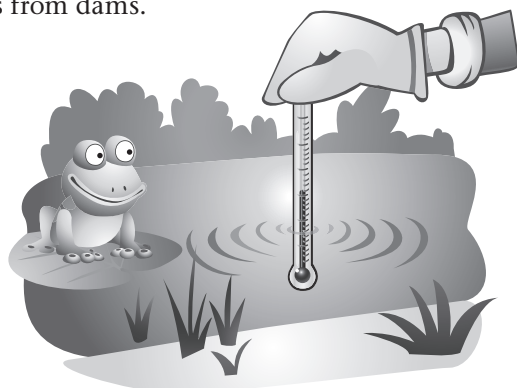
### Things which affect water temperature

Temperature is directly affected by:

- depth of water
- flow rate
- season
- time of day.

Other influences on temperature include:

- air temperature
- altitude – high altitudes are colder
- the amount of sunlight and shade
- surrounding vegetation – provides shade and traps sediment
- turbidity – high turbidity warms the water and smothers aquatic plants and habitat
- stormwater and urban runoff from hard surfaces such as streets and footpaths
- cold water releases from dams.



## Protecting waterways

Cool to moderate water temperatures increase oxygen levels, which promotes healthy ecosystems. Protecting the plants that grow on the stream banks (riparian plants), or replanting where they have been removed, will help our waterways to stay cool and healthy.

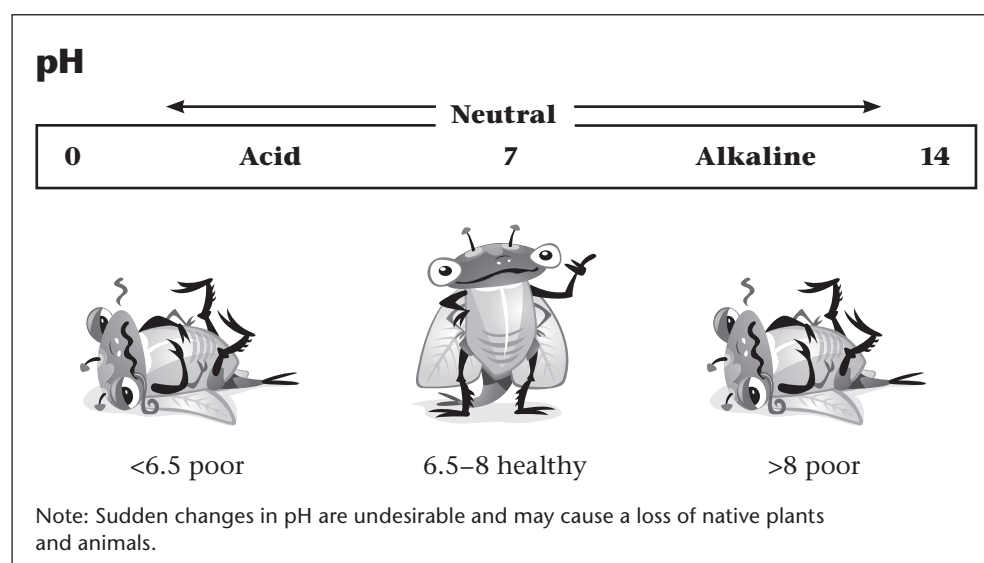
The lowering of water temperature through cold water releases from dams can delay summer peak temperatures by up to 10 weeks, the rapid temperature rise in spring is eliminated, and the annual range of maximum and minimum temperatures is much smaller. This has very big impacts on breeding patterns for fish and other animals living in water. Keeping the right temperature balance means maintaining natural patterns of water flow and vegetation as much as possible.



## 4.3 pH

### What is pH?

pH is a measure of the acidity or alkalinity of a substance. The pH scale ranges from 0 to 14, 7 is classed as neutral, 0 to less than 7 is acidic and greater than 7 to 14 is alkaline or basic. Rainwater usually has a pH value between 5.5 and 6.0. Natural sea water has a pH of 8.2. A pH range of 6.5 to 8.2 is best for most fish and other freshwater aquatic organisms.



### Why is it important?

The best pH level for most organisms in Australian freshwater waterways is pH 6.5 to pH 8.2. Changes in pH outside this normal range can cause a reduction in species diversity, with many of the more sensitive species disappearing.

### Things which affect pH

**Natural factors** – pH will vary depending on the geology of the area. Water flowing through limestone country will be alkaline but in basalt and sandstone country the water will be slightly acidic. Water from a forested catchment will be slightly acidic after draining through the leaf litter.

**Human activity** – Industrial runoff and sewage may affect the pH of water. Chemicals on road surfaces washing into the water after rain can affect pH. The application of lime to agricultural land may raise the pH if washed into waterways, while fertilisers may lower it.

**Daily changes** – pH will rise (become more alkaline) during the day due to plant photosynthesis. During the night, pH may fall.

**Chemical changes in the water** – When carbon dioxide is removed from the water pH increases, and when carbon dioxide is added, pH decreases. pH can also change if polluting chemicals are added to the water.

## How acid affects waterways

Water with a pH of less than 5.5 may cause the release of heavy metals trapped in sediments. Fish and other aquatic species may suffer skin irritations, tumours, ulcers and impaired gill functioning. People may get irritated skin or eyes in affected water.

## How alkalinity affects waterways

If the water is too alkaline, fish and other aquatic species may suffer skin irritations, tumours, ulcers and impaired gill functioning. People may suffer skin or eye irritations in affected water.

## pH of some common substances

The approximate pH reading for each of these substances is:

Acid	Neutral	Basic or alkaline
Hydrochloric acid 0		Blood 7.4
Vinegar 2.2		Baking soda 8.3
Orange juice 4.4		Ammonia 11
Rainwater 5.8		Lime (calcium hydroxide) 12.4
Milk 6.6		Bleach 12.9



## 4.4 Electrical conductivity (salinity)



### What is salinity?

Salinity is the presence of salt in the landscape, in soil or rocks, or dissolved in water or groundwater. The most common salts include not only sodium chloride (table salt), but also the chlorides of calcium, magnesium, potassium and the bicarbonates and sulfates of these.

### Why is it important?

Salt is present naturally in our land and water, but human changes due to land use have mobilised natural salt, concentrating it in certain areas of land and water, where it causes major economic and environmental problems.

Salinity is measured by electrical conductivity (EC). Salts conduct electricity, so electrical conductivity can be used to estimate the amount of salt in a water sample or soil/water solution. EC readings increase as salinity levels increase. EC is recorded in microsiemens per centimetre ( $\mu\text{S}/\text{cm}$ ) or millisiemens per centimetre ( $\text{mS}/\text{cm}$ ).

### Causes and consequences of increased salinity

Increases in salt in the landscape can be caused by:

- erosion of rocks containing salts
- salty groundwater storage (aquifers)
- cyclic salt – salt deposited over millions of years from the atmosphere, including salt from soil particles
- rainfall
- runoff from urban and agricultural land
- discharges from industrial areas and sewage treatment plants (STPs).

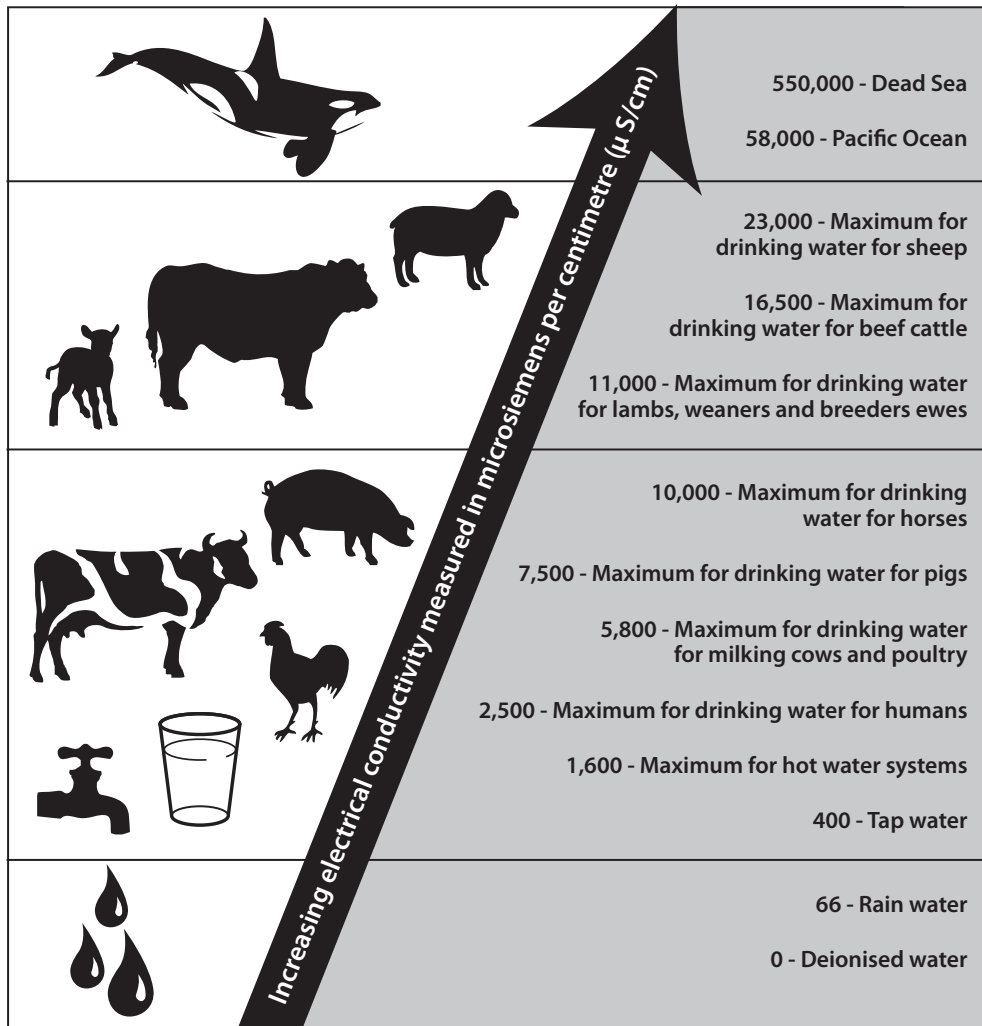
Salts can be stored in soil or water. Human activities that change the natural balance can move more salts into waterways. This can be caused by:

- removing perennial native plants (trees, shrubs and grasses)
- poor irrigation practices that use too much water
- saline groundwater seepage into creeks and rivers
- industrial and sewage effluent
- agricultural runoff
- urban development in saline areas.

Increased salinity can have a range of environmental consequences:

- salt scalds, causing areas that are bare or have only salt-tolerant species
  - inability to use saline waters for irrigation, drinking, industry, etc.
  - dieback of trees and other vegetation
  - changes to the number and diversity of living things in waterways
  - damage to roads, building foundations and other infrastructure
  - high water treatment costs.
-

# Salinity levels



Source: *Ribbons of blue: in and out of the classroom*, WA Dept of Education and Training.

## 4.5 Turbidity

### What is turbidity?

Turbidity is the cloudiness or muddiness of water. Particles of clay, silt, sand, algae, plankton and other substances increase turbidity.

'Blackwater' is discolouration due to natural dyes in wetland/aquatic plants or caused by leaf litter as it breaks down. Blackwater also increases turbidity.



### Why is it important?

Increased turbidity can affect:

- how much light can penetrate the water, reducing plant growth and oxygen production
- breeding and survival of fish and other aquatic animals
- water temperature, because sediments absorb more sunlight, raising the temperature
- oxygen levels, which decrease as water temperature rises
- visual clarity of water.

### Causes and consequences of increased turbidity

Some waterways are naturally turbid, e.g. in clay soil areas; however, many human activities increase turbidity to unnatural levels:

- agriculture
- animals accessing water ways, particularly livestock, leading to erosion
- removal of vegetation along stream banks
- stormwater and other urban runoff
- sewage treatment plants (STPs)
- building sites not using sediment and erosion control
- land-use changes in catchments
- industrial discharges.

When the turbidity of waterways increases beyond natural levels, the consequences may include:

- reduced light penetration leading to reduced growth of aquatic plants
- clogged fish gills
- suffocation of aquatic plants
- siltation of stream beds leading to the loss of breeding habitat
- death of water bugs or disruption to breeding cycles
- increased temperature and reduced oxygen
- reduced long-term biodiversity.



**Bug fact:** Many water bugs are filter feeders. This means they filter food particles out of the water with special feeding mechanisms. When these are blocked by sediment, the numbers of these species will decline. For example, water boatmen have siphon mouthparts (sucking tubes) that clog up in turbid water, affecting the behaviour of the boatmen. If turbid water is replaced with fresh, clear water, the boatmen resume their normal behaviour.



## 4.6 Rate of flow

### What is the rate of flow?

Flow is the volume of water passing a particular point in a stream at any given time. Flow rates affect water temperature, dissolved oxygen, turbidity, salinity and the concentrations of pollution levels.



### Why is it important?

Stream flow will vary due to the natural variability of rainfall. However, more permanent changes have occurred due to human modifications to the water cycle, such as the construction of dams, weirs and other channel obstructions. These obstructions even out the natural high and low flows to which many ecosystems have adapted, especially wetlands.

The best water quality usually occurs under conditions where there is sufficient flow to ensure:

- good oxygenation of the water
- dilution and flushing of pollutants
- limits to the build-up of algae.

High flows after heavy rain can also cause problems such as erosion and turbidity, especially in heavily developed areas with hard surfaces.

### Consequences of changes in rates of flow

#### Low flows

Low flow rates can lead to:

- low oxygen levels
- reduced flushing of pollutants that build up over time
- increased salinity
- larger temperature variations, placing stress on aquatic life
- increased algal growth.

#### High flows

High flows due to heavy rainfall or releases of water from dams can result in:

- increased sediment load
- increased turbidity
- increased nutrients
- reduced salt concentrations
- increased salt loads.



## Flows in estuaries

In estuaries tidal movements almost totally dominate flow patterns, except in periods of flooding. This affects the movement of litter and sediment, and the movement of discharges from stormwater pipes and sewerage systems. It is usually the practice to monitor water quality on the ebb tide (going out).

## Consequences for macroinvertebrates

The diversity and types of macroinvertebrates will vary with flow. Some are tolerant of low oxygen levels and prefer still pools, e.g. bloodworms, yabbies. However, many bugs are adapted to resist currents. Many have streamlined bodies and can swim fast or grip with claws, e.g. damselfly nymphs, dragonfly nymphs, beetles, mayfly nymphs, stonefly nymphs, snails and water boatmen.

Other water bugs have no mechanism to resist currents and may be washed away during high flows, e.g. mosquito larvae, water scorpions, lesser water striders. Water striders are able to hop upstream on the water's surface during periods of high flow because of pads on the ends of their legs.



## 4.7 Available phosphate

### What is phosphate?

**Phosphorus (P)** is a nutrient essential to the growth of plants and animals.

**Waterwatch measures available phosphate ( $\text{PO}_4$ ).**

**Total phosphate** is a measurement of all forms of phosphate compounds in a sample: orthophosphate (or available phosphate), condensed phosphates and organically bound phosphates.

**Available phosphate** is a measurement of the phosphate compounds that are soluble in water and therefore available to be absorbed by plants.



### Why test phosphate?

The concentrations of phosphorus in Australian soils and water are naturally low. Native vegetation (both aquatic and terrestrial) has adapted to these low levels. In contrast, many introduced plants and weeds are adapted to the higher phosphorus levels of the Northern Hemisphere.

Phosphorus is derived from the weathering of rocks and the decomposition of organic material. It occurs as phosphate compounds. These compounds limit and control the rate and the abundance of plant growth.

Consequences of high phosphate levels are:

- an overabundance of algae and aquatic weeds, e.g. blue-green algal blooms
- waterways choked with vegetation resulting in reduced penetration of light
- increased biological oxygen demand
- reduced dissolved oxygen which can lead to fish kills
- reduced animal and plant diversity (exotic species are favoured, to the detriment of native species)
- eutrophication.

Sources of phosphate compounds in a waterway may be:

- sediment from erosion
- manure from feedlots, dairies and pet droppings
- sewage
- phosphate-based detergents
- decaying plant material
- fertilisers, e.g. superphosphate
- industrial waste.

### Phosphate and algal blooms

Favourable conditions for algal blooms occur when there are high levels of nutrients including phosphate. Blue-green algal blooms lead to a decrease in dissolved oxygen at night, increases in pH and turbidity, the production of toxins and unpleasant odours, and the reduction in biodiversity. The toxins can cause the death of stock and are dangerous to humans.

When an algal bloom dies off and decays, dissolved oxygen in the water is consumed by decomposers. This sudden loss of oxygen in the water can cause a fish kill.

## 4.8 Dissolved oxygen

### What is dissolved oxygen?

Dissolved oxygen (DO) is the volume of oxygen that is contained in water.



### Why is it important?

Dissolved oxygen is vital for the survival of fish, aquatic invertebrates and amphibians. Dissolved oxygen levels in waterways depend on the physical, chemical and biochemical activities that are occurring in the water body.

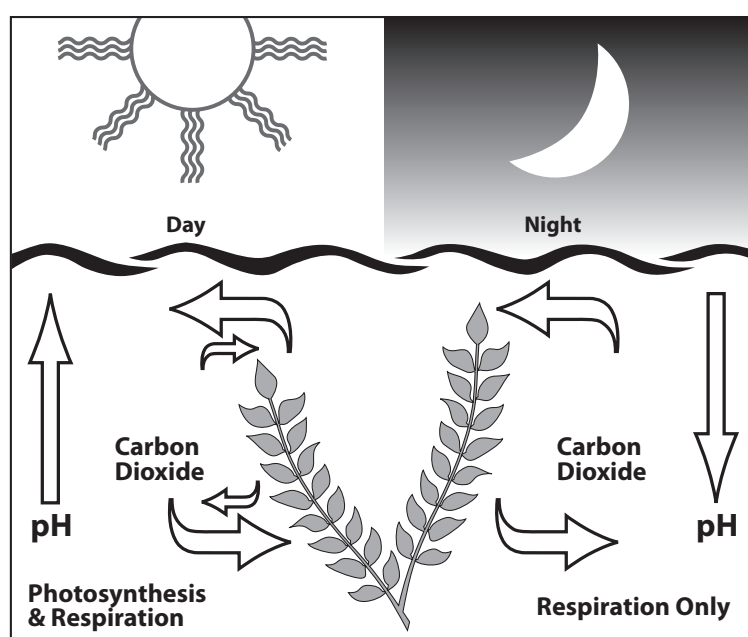
Oxygen enters the water:

- as a waste product from the photosynthesis of aquatic plants and algae
- via the transfer of oxygen across the water surface
- through wave action, waterfalls and riffles.

Oxygen is lost from water when:

- water temperature rises
- salinity increases
- plants and animals increase respiration
- micro-organisms are feeding on decaying organic matter (e.g. sewage, leaf litter).

### Aquatic Plant Photosynthesis & Respiration



Source: *The Pond Water Kit*, LaMotte Company.

Prolonged exposure to low dissolved oxygen levels (<5 – 6 mg/L) may not directly kill an organism but will increase its susceptibility to other environmental stresses.

Exposure to very low dissolved oxygen levels (<2 mg/L) will kill aquatic life and only the air-breathing organisms will remain.

If still water undergoes less internal mixing, the upper layer of oxygen-rich water tends to stay at the surface, resulting in lower dissolved oxygen levels throughout the rest of the water levels.

### Daily variations in oxygen

- DO levels are highest in the afternoon as plants photosynthesise during the day.
- DO levels are lowest just before dawn as oxygen is used for respiration by aquatic plants and animals through the night.

## 4.9 Faecal coliforms and *E. coli*

What are faecal coliforms, including *E. coli*?

Faecal coliforms are bacteria that are found in the intestinal tract of warm-blooded animals. *E. coli* is the primary bacterium and this makes it a good indicator of faecal contamination.

*E. coli* is the abbreviated name of the bacterium *Escherichia* (genus) *coli* (species) and is in the family Enterobacteriaceae.

The relationship between *E. coli* and other thermo-tolerant coliforms is shown in the diagram below.

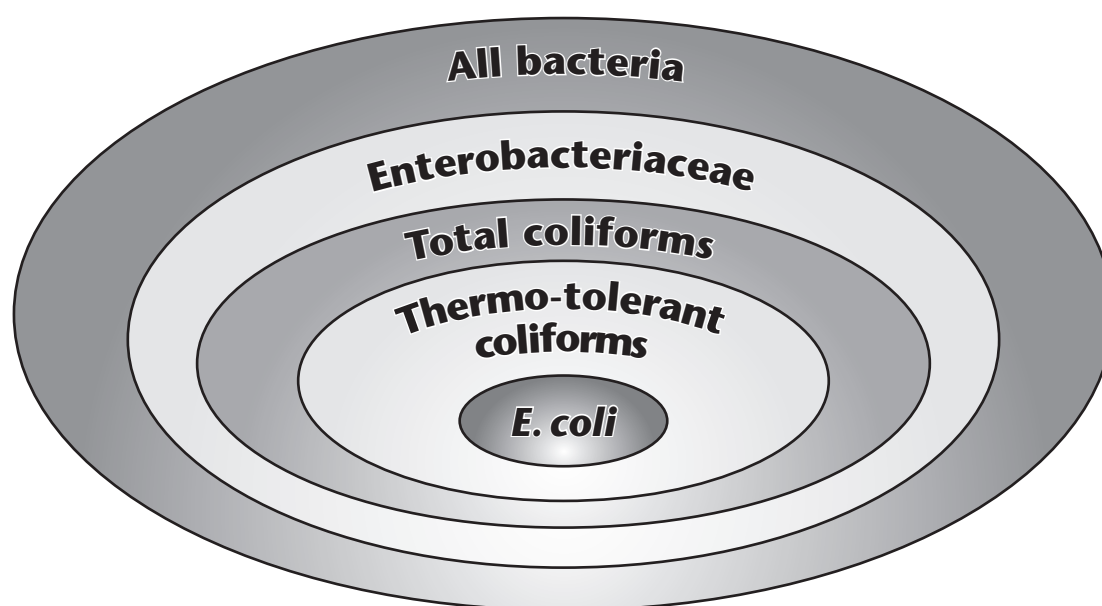


Diagram courtesy of Waterwatch Tasmania.

Why test faecal bacteria?

Faecal coliforms are used as an indicator in assessing the level of risk to human health.

The presence of faecal coliforms and *E. coli* in freshwater environments may be due to wastewater contamination, runoff from agriculture, waterbird and livestock defecation and stormwater contamination.

## How do faecal coliforms enter streams?

Faecal coliforms, including *E. coli*, can enter streams via:

- sewer and septic systems
- feedlot and dairy runoff, i.e. from intensive farming
- runoff from broad acre farming
- stormwater carrying dog and cat droppings
- waterfowl and livestock defecating directly into the water.

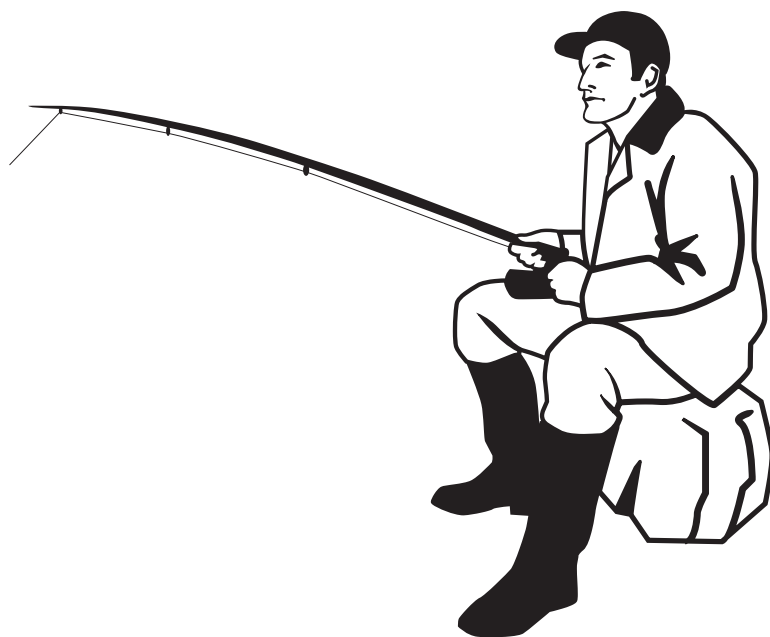
## Faecal coliform limits for primary and secondary contact

**Primary contact** refers to activities where you are completely immersed in water – swimming, diving or surfing. The level of faecal coliforms should not exceed 150 faecal coliforms per 100 mL.



**Secondary contact** refers to activities where you come into contact with water but are not completely immersed in it – boating and fishing. The level of faecal coliforms should not exceed 1000 faecal coliforms per 100 mL.

No contact should be made with water containing more than 1000 faecal coliforms per 100 mL, as serious illness may result.



# SECTION 5



## Background to the habitat assessments

*A habitat is a place that provides food and shelter for living things. There are many different habitats on land and in water, and each has its own collection of plant and animal species. At a waterway, the two main habitats are the riparian zone and the aquatic zone. Each of these is made up of a variety of smaller habitats.*

*This section provides background material for the habitat assessment activities included in the Waterwatch Field Manual.*

<i>Included in this section:</i>	<i>Page</i>
5.1 What is a habitat?	5-2
5.2 The riparian zone	5-3
5.3 The aquatic zone	5-5
5.4 In-stream food webs	5-6
5.5 Wetlands	5-7



The *Waterwatch Field Manual* contains lots of additional information for conducting the habitat assessments described in this section, as well as recording sheets for use in the field.

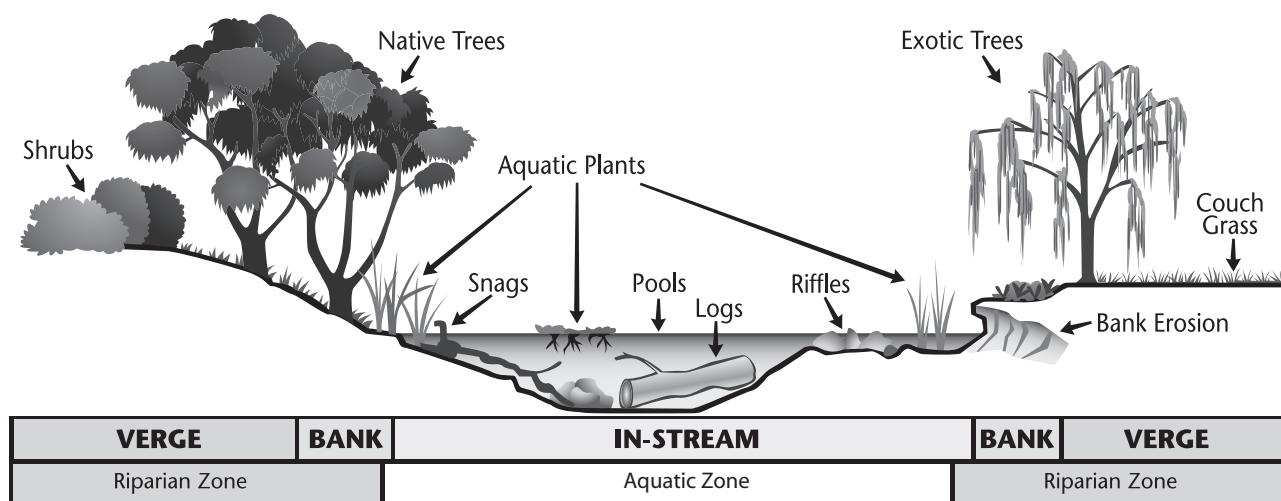


## 5.1 What is a habitat?

A habitat is a place that provides food and shelter for living things. At waterways there are two main habitats:

- the riparian zone
- the aquatic zone.

The aquatic and riparian zones are interlinked and are important because they protect the health of the waterway. Changes in one zone will impact on the other. Erosion or revegetation of the banks directly impacts on water quality and aquatic habitats. Erosion causes sedimentation which smothers aquatic plants, the channel bed and fish breeding sites. Revegetation of riparian zones using native plants reduces erosion and provides a greater range of food sources for aquatic animals.





## 5.2 The riparian zone

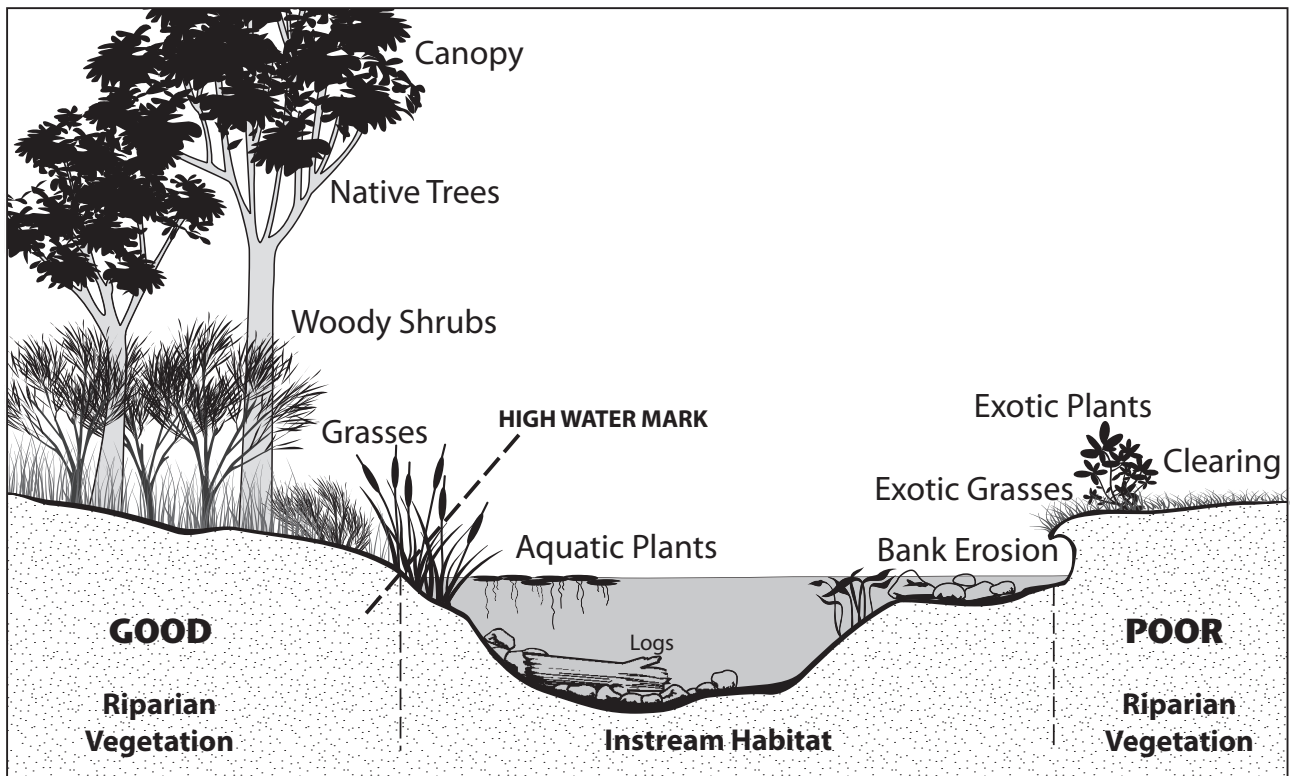
The riparian zone extends along the banks of a river, creek or wetland. This area is next to, and influenced by, the water body. It includes aquatic and semi-aquatic plants, as well as tree and shrub vegetation.

The riparian zone habitat is an important link between the aquatic environment and the adjoining land. It provides food and shelter for aquatic, semi-aquatic and land animals such as lizards, snakes, bats, frogs and birds. When riparian vegetation is lost, many animals can no longer survive due to loss of habitat.

Riparian vegetation is also important to protect the waterway from erosion and prevent pollutants entering the stream. A lack of plants along the banks may cause poor water quality by increasing turbidity, which will affect aquatic life.



### Typical riparian zone



## Aliens at the site

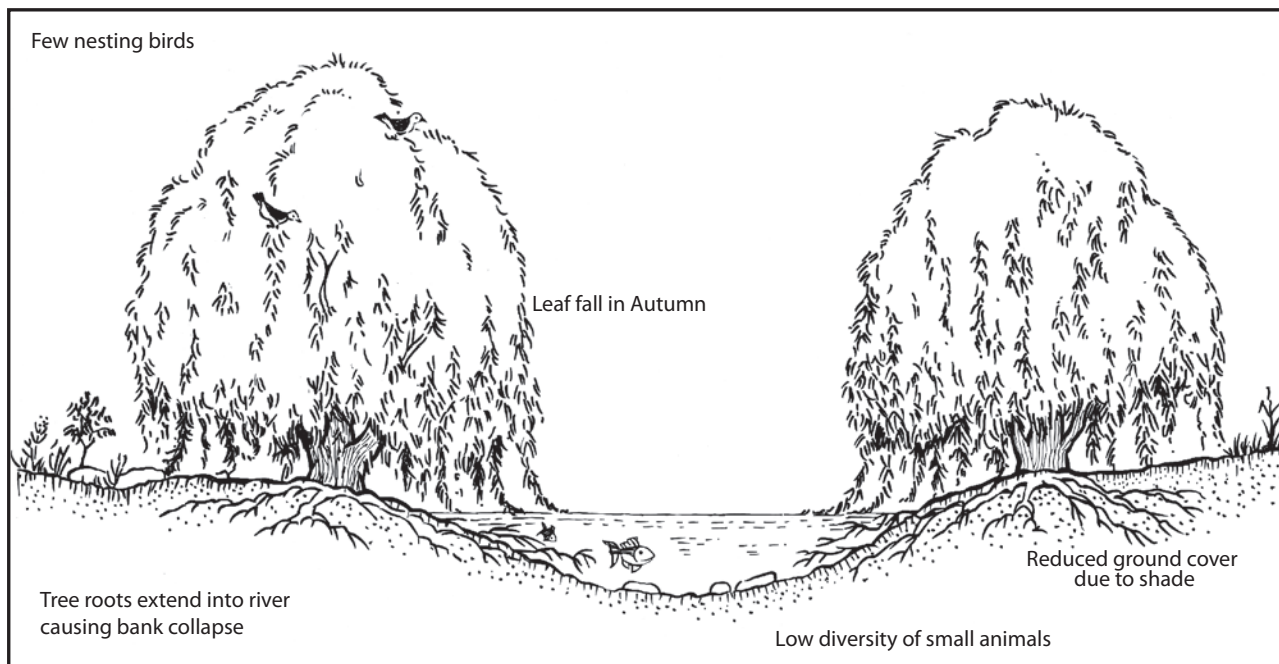
Weeds are alien plants that have been introduced to the area from another place. They can include:

- trees such as willows
- vines and bushes such as blackberries and lantana
- pasture weeds such as Paterson's curse
- aquatic plants such as alligator weed and salvinia.

Many weeds have been introduced to Australia. Few insects or birds live under or in exotic (weed) species. These weed species can also pollute the waterways. Examples of this include the leaves of weeping willows, which clog waterways, and camphor laurel leaves, which can be toxic to native fish.

Because introduced species sometimes don't have any natural predators or diseases in Australia, they can easily spread out of control.

## Effects of willow trees on waterways



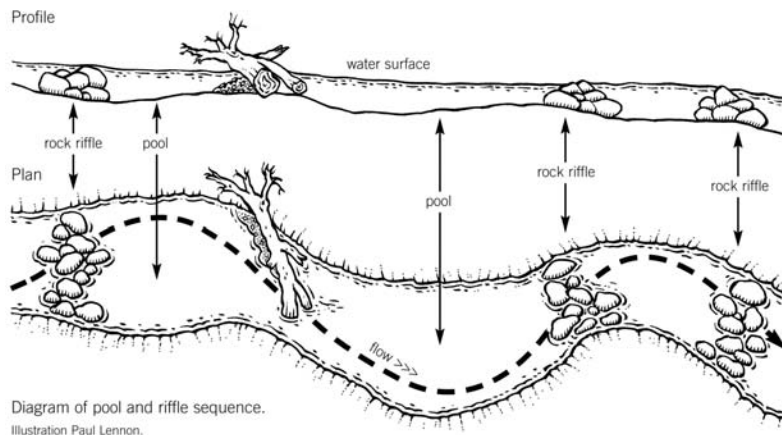
## 5.3 The aquatic zone

In-stream habitats are provided by the shape of the stream channel and by logs, branches, aquatic vegetation, stones and rocks within the channel.

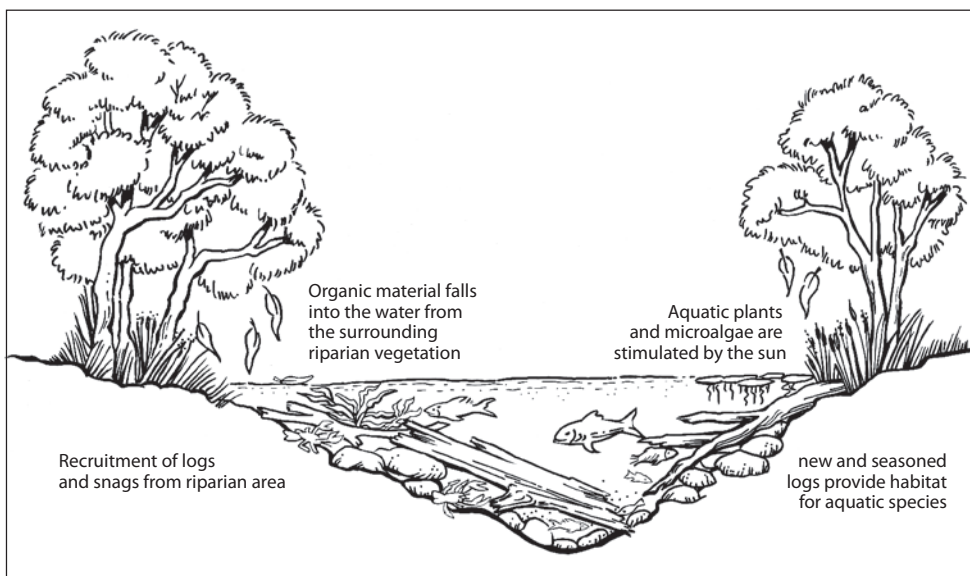
The features of habitats in the aquatic zone can be described as follows:

- **riffles** – shallow areas where the water rushes over rocks
- **pools** – deeper areas of still water which provide important habitats for larger fish and aquatic species
- **runs** – links between pools and riffles, with deep flowing water and little or no turbulence
- **snags** – fallen branches and washed-in shrubs
- **logs and rocks.**

Fish and other aquatic organisms need snags, rocks and logs to shelter from predators and the current and to reproduce. Protruding snags provide safe perching and roosting sites for birds. Aquatic plants provide food and dissolved oxygen for aquatic species.

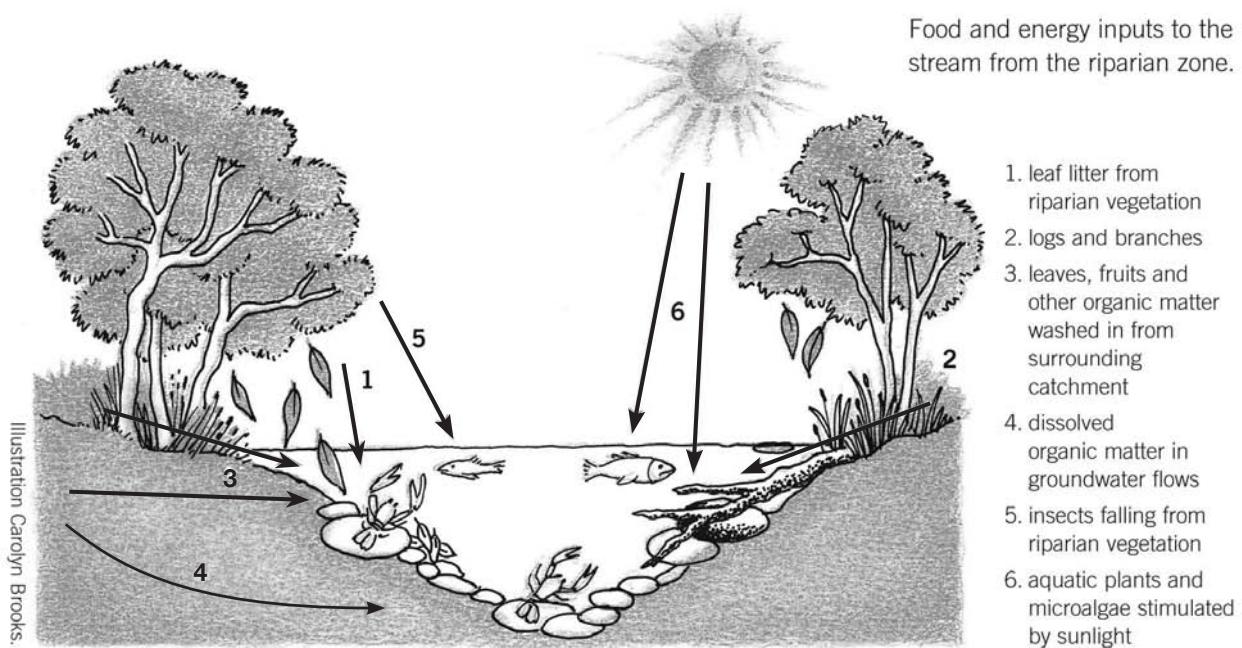


The health of habitats in the aquatic zone is closely linked to the nature of the surrounding riparian zone. Plants along the stream support a range of aquatic plant and animal species. Logs and branches provide a habitat for fish and water bugs. Organic matter assists plant growth while insects falling from branches may provide food for some aquatic species.



## 5.4 In-stream food webs

Native riparian vegetation provides the leaves, fruits and insects that support in-stream food webs. Tree roots in the water and undercut banks provide important habitat, access to food sources, and protection from predators. Woody material, such as branches and whole trunks that fall in from riparian land, are important for in-stream bacteria, fungi and some specialised animals which, in turn, are an essential food source for other in-stream life.



## 5.5 Wetlands

Wetlands are areas featuring permanent or temporary shallow open water. They include billabongs, marshes, swamps, lakes, mud flats and mangrove forests. A wetland is virtually any land which is regularly or occasionally covered with water that is still or flowing, fresh, brackish or salt, including areas of sea water which do not exceed a depth of six metres at low tide.



Wetlands usually occur next to creeks and rivers, or near the coast, but they can exist even in arid desert areas. They can range in size from a small swamp to a vast shallow lake.

There are many types of wetlands. Wetlands that contain water all year round are called permanent wetlands, and those that only fill seasonally are called temporary wetlands. Another type, ephemeral wetlands, only occasionally contain water after heavy rains, or during floods. This may occur very infrequently, perhaps once every ten or more years. Wetlands may form in coastal areas in low-lying ground between sand dunes (swales) when groundwater levels rise. In some natural wetlands the plant and animal communities have adapted to a cycle of drought and flood.

There is a natural succession of plants as the environment changes. Flooding is often a trigger for many animals such as fish and birds to breed, and for the growth and flowering of many plants. The quality of water in wetlands will vary depending upon their location. The salinity (how salty or fresh the water is) determines the types of plants and animals present. Water quality parameters such as electrical conductivity and turbidity naturally increase during the summer as the water level in the wetland falls.

### Why are wetlands important?

Wetlands are amongst the world's most diverse and productive environments, providing essential habitats for many species of plants and animals.

Wetlands are valuable because they:

- are breeding grounds for many animals, especially fish and waterbirds
- are vital habitats for the survival of many species, some of which are in danger of extinction, e.g. western swamp tortoise, orange-bellied parrot, white-bellied frog, honey blue-eye fish and rare plants
- support wildlife which can help control insect pests on farms
- are natural firebreaks
- are important drought refuges for wildlife
- provide places for a range of recreational activities such as swimming and fishing
- help to purify water by acting as 'kidneys' along waterways, filtering sediments, nutrients and other pollutants from the water.

Natural processes in a wetland help to improve the quality of water fed to it from a stream. Water which moves down creeks and rivers can pick up silt and contaminants, particularly stormwater runoff from city and suburban areas. When this water enters a wetland it slows down and its contents settle. Pollutants are naturally filtered and much of the washed-down material can be used as nutrients by wetlands plants, which in turn nourish birds, fish and other animals. Bacteria and viruses carried in the water are killed by exposure to bright sunlight as the water is spread over a large surface area. Some are also eaten by microscopic water life. This filtered water can now gently flow out of the wetland into a river system or out to sea. It is cleaner and healthier, protecting the health of plants, fish and other animals it meets downstream.





# SECTION 6



## Background to the riparian condition assessment

*Adapted from the Sydney Catchment Authority's Grant Evaluation and Monitoring (GEM) tool, the riparian condition assessment is designed to monitor changes in riparian vegetation due to investment in on-ground works. The assessment can be uploaded to the Waterwatch online database and will provide information about riparian areas that can be related to water quality testing and macroinvertebrate sampling at Waterwatch sites.*

*This section contains background material for the riparian condition assessment.*

*Included in this section:*

	<i>Page</i>
6.1 Why assess the condition of riparian vegetation?	6-2
6.2 Outcomes and criteria for riparian condition assessment	6-3



Section 9 of the *Waterwatch Field Manual* contains detailed instructions for setting up and conducting a riparian condition assessment, including field recording sheets.



## 6.1 Why assess the condition of riparian vegetation?



Riparian vegetation provides a surrogate measure for water quality when 'water quality' refers more broadly to 'river health'. This assessment provides a tool to assess changes in the riparian condition that impact on water quality, biodiversity and river health outcomes. A high level of risk means that the condition of the riparian attribute may be detrimental to river health. A low level of human disturbance or a well-managed site may have a very low level of risk to these outcomes.

Management of riparian areas aims to reduce the level of risk by improving the condition of the riparian attribute directly or indirectly. It can be used to target management or to monitor changes due to previous management actions.





## 6.2 Outcomes and criteria for riparian condition assessment

The attributes used to measure changes in riparian condition include groundcover, stock access, native vegetation, erosion and exotic species/weeds, and can be summarised in the table below:



Outcomes	Criteria	Measures
Biodiversity and habitat	Riparian habitat/connections	Riparian width Longitudinal continuity
	Native plant cover	Native canopy cover Native understorey cover Native groundcover cover Organic matter (litter)
	Regeneration	Variation in stem width Presence of native seedlings
	Exotic species/weeds	Extent of infestation
Water quality	Filter for runoff	Groundcover Stream order Adjacent land use Stock access
	Filter for subsurface flow	Root density Stream order Adjacent land use
Bank stabilisation/ gullying	Plant roots	Root density on banks Groundcover (grass)
	Erosion	Bank slope Bank slumping/exposed tree roots/gullies/tunnels Streambed lowering High volume water transfers Stock pressure/tracking
In-stream habitat	Organic matter to stream	Overhanging native vegetation
	Recruitment of logs/snags	Logs/snags/branches
	Habitat stability	Sediment deposition within the stream bed

## Background to the riparian condition assessment

### Riparian biodiversity and habitat

Native vegetation cover, structure and continuity provide terrestrial plant and animal habitats and protect biodiversity. They act as a refuge and provide connectivity within the landscape. Riparian areas that are >30 metres wide with few gaps and a high percentage of native canopy, understorey and groundcover plants will provide a very low risk to biodiversity outcomes.

### Regeneration of native species

Long-term survival of native plant communities will occur when there is a range of ages and stem sizes of the canopy species. The presence of only mature stems may indicate that the plant community is at risk, with no seedlings to replace ageing canopy trees. This measure is incorporated within the assessment as it would provide a risk to biodiversity outcomes.

### Exotic species/weeds

Riparian and in-stream vegetation provide food and shelter for both aquatic and terrestrial species. Exotic plants/weeds are often a poor substitute for native riparian species. For example, native fish and other aquatic life require the continual leaf fall provided by native plants. Introduced deciduous plants such as willows lose their leaves in autumn, and the sudden arrival of so much organic material in the stream causes a reduction in dissolved oxygen levels while the leaves are decomposing. This creates a risk to aquatic ecosystems.

### In-stream habitat

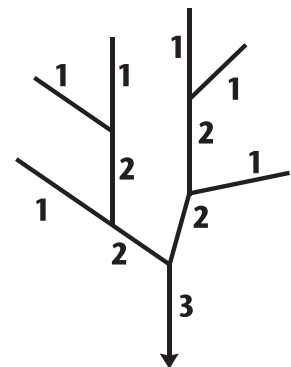
Riparian vegetation provides organic matter in the form of leaf litter, plant debris and insects for fish, birds and other wildlife. Stable in-stream habitats will support a diversity of aquatic life. The contribution of riparian areas to in-stream ecosystems includes the following:

- **Branches and logs** within the stream channel provide habitat and refuge for fish and small invertebrates. Without the recruitment of logs and snags to the stream, the variety and abundance of cover will decrease and the diversity of aquatic ecosystems will also decline. This is considered a risk to aquatic ecosystems in this assessment.
- **Overhanging vegetation and tree roots** provide shade and shelter for fish and other aquatic life, and also act to regulate conditions within the stream. This is important because wide fluctuations in water temperature can be detrimental to the growth or breeding of many native plants and animals.

### Stream order

This assessment uses stream order to provide an indication of the size and position of the stream in the landscape. Generally, small non-perennial streams are classified as 1st or 2nd order streams while larger perennial streams are 3rd order or above.

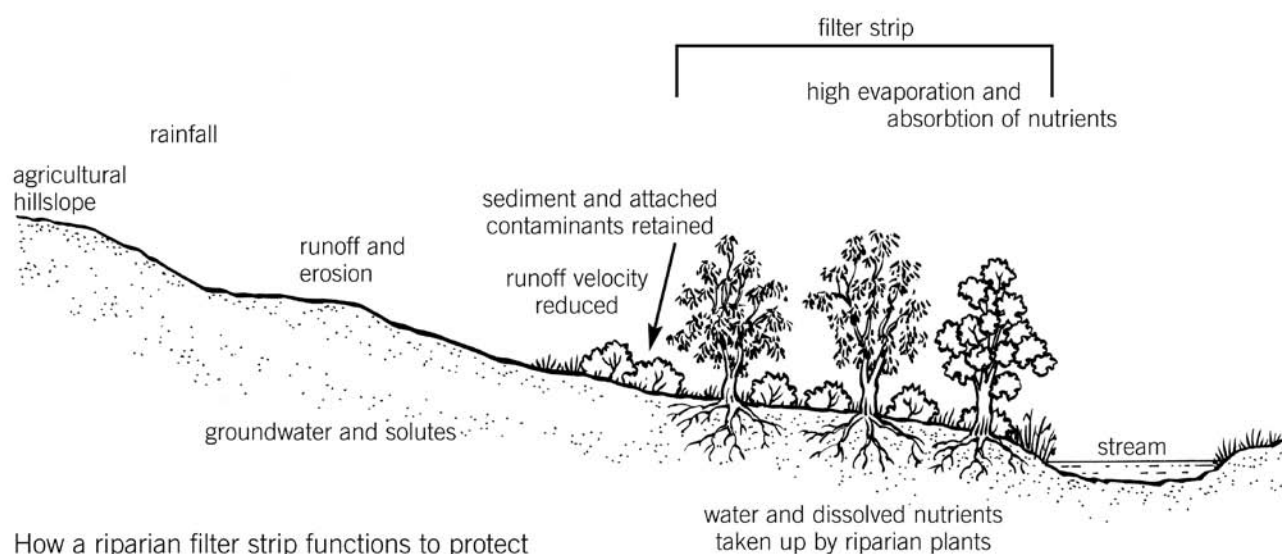
Stream size and location within the landscape can have a significant effect on the functioning of aquatic ecosystems. For example, streams transport organic matter from the upper catchment (1st and 2nd order streams) downstream, where it provides food for aquatic species. Stock may also have a greater impact on small streams where low banks and shallow water allow stock access at many points along the banks. This can affect water quality lower in the catchment.



## Water quality

Riparian vegetation provides a buffer between land-use impacts and the waterway, filtering sediments, nutrients and other pollutants from runoff before they enter the stream. Buffer strips help to maintain or improve water quality and reduce the amount of nutrients in the stream that can lead to excessive growth of aquatic plants and algae. Grassy riparian zones trap more than half the sediments washed off nearby farming and grazing land.

In this assessment, the percentage cover of native riparian vegetation including groundcover, provides an indication of the level of risk to water quality. In many rural and urban areas where riparian vegetation has been cleared, the risk to water quality is increased.



How a riparian filter strip functions to protect the stream from contaminants. Illustration Paul Lennon.

Source: Land, Water and Wool, *Managing rivers, creeks and streams*, 2006

## Stock access to streams

Stock can have a detrimental effect on streams by removing or degrading riparian vegetation which helps to stabilise stream banks. Stock trampling and the creation of tracks on stream banks can concentrate runoff and increase the risk to water quality by increasing the transfer of sediments and nutrients to the waterway. Stock watering within the channel can add nutrients and bacteria from urine and manure.

This assessment identifies stock access as a risk to water quality and bank stability. The restriction of stock by fencing riparian areas can have an immediate and positive effect on water quality and bank stabilisation.

## Bank stability

Waterways naturally erode but land use can increase the rate of erosion and impact on river health. This may be caused by increased stock access or runoff from adjacent land, the removal of riparian vegetation and gravel extraction, poorly designed bridges and culverts or straightening the stream channel.

The erosion of riverbanks is now considered to be a significant issue as riverbanks store high levels of nutrients that can be added to waterways via erosion and bank slumping. A bank stability assessment should identify riverbank form and the susceptibility to bank instability. This will identify the need for future actions to stabilise the riverbanks.

The deep roots of shrubs and trees on stream banks can help to dry bank soils more quickly, preventing saturation of the banks during high rainfall and reducing cracking and bank collapse.

Riparian vegetation stabilises and protects stream banks from erosion by binding the soil particles together and absorbing the force of flowing water.

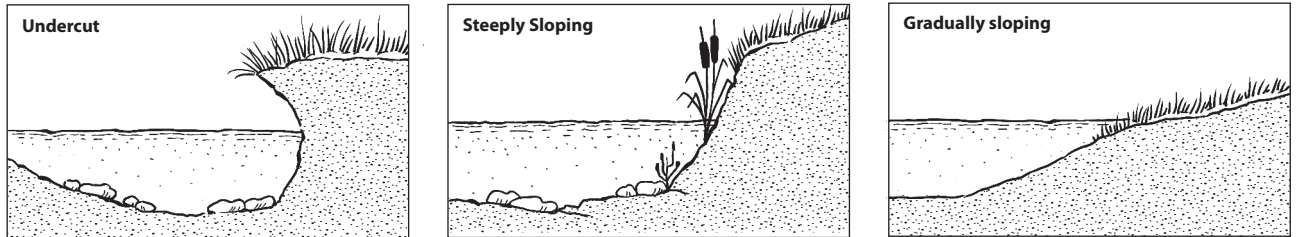
Banks vary in steepness and stability, such as:

- **Vertical or undercut** – a bank that rises vertically or overhangs the stream, generally gives good cover for macroinvertebrates and fish and is resistant to erosion. The banks may be composed of solid rock or very fine sediment which is more resistant to erosion.
- **Steeply sloping** – a bank that slopes at a more than 30 degree angle. This type of bank is very vulnerable to erosion if composed of sand or gravel.
- **Gradual sloping** – a bank that has a slope of 30 degrees or less. Although this type of stream bank is highly resistant to erosion, it does not give much streamside cover.

Artificial changes to banks include the use of wood, concrete or rock, e.g. retaining walls. If the stream has been lined with concrete banks, it will be more stable but will have little or no vegetation cover and few of the habitats needed by macroinvertebrates to live. Concrete banks may also cause erosion upstream or downstream due to changed water velocity.



## Shape of stream banks

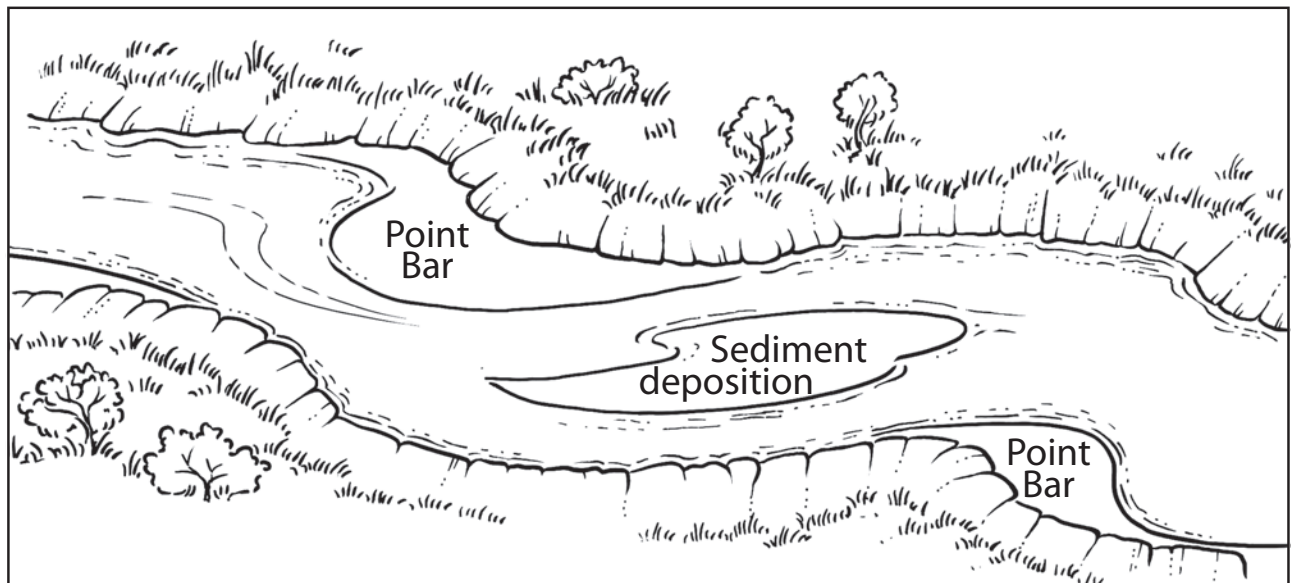


Source: Waterwatch Tasmania 2003.

## Sediment deposition

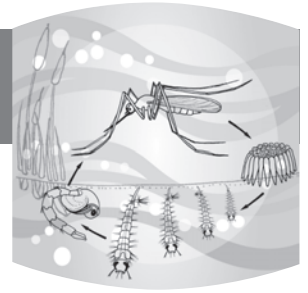
Mobile sediment deposition from upstream sources or from banks can smother stones and cobbles and other in-stream habitats. This reduces habitat diversity and biodiversity at the site.

Sediment deposition may result in the accumulation of sediment in pools and on the stream bed, causing the formation of islands and point bars. Deposition is evident in areas that are obstructed by natural or human-made debris and in areas where the stream flow decreases, such as on bends. High levels of sediment deposition indicate an unstable and continually changing environment that becomes unsuitable for many organisms.





# SECTION 7



## Background to the water bug survey

Water bugs, also known as macroinvertebrates, are small creatures with no backbone that can be seen with the unaided eye. Different kinds of water bugs have different tolerances to pollution and can therefore provide an indication of the health of your waterway. A healthy waterway will have an abundance and wide diversity of macroinvertebrates.

This section provides background information for the water bug survey contained in the Waterwatch Field Manual.

Included in this section:

	Page
7.1 What are water bugs (macroinvertebrates)?	7-2
7.2 Types of macroinvertebrates	7-4
7.3 Habitats of water bugs	7-5
7.4 What's for dinner?	7-8
7.5 Food chains and webs	7-10
7.6 Life cycles	7-12



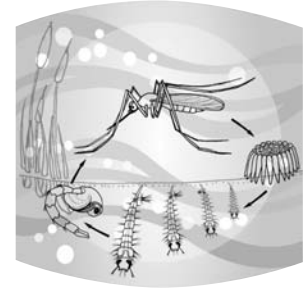
Section 10 of the *Waterwatch Field Manual* provides detailed instructions for conducting a water bug (macroinvertebrate) survey and analysing the results as an indicator of waterway health.





## 7.1 What are water bugs (macroinvertebrates)?

Water bugs or aquatic macroinvertebrates are small creatures that have no backbone and can be seen with the unaided eye. They live all or part of their life in water, providing a food source for larger animals such as fish, frogs and birds. Macroinvertebrates include snails, beetles, dragonflies, yabbies and worms.

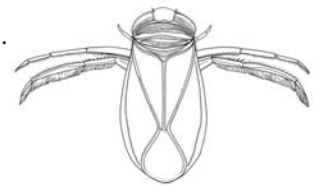
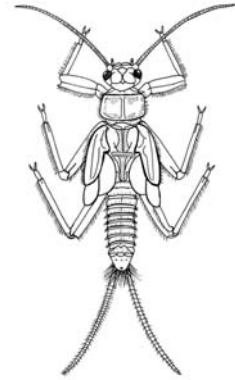


**i** Macro = visible to the unaided, or naked eye  
Invertebrate = animal without a backbone

### Macroinvertebrates and waterway health

Water bugs provide a biological indication of the health of our waterways and are used to assess river health for the following reasons:

- Macroinvertebrates are found in almost every water body, even those that are dry from time to time.
- They are easy to catch with simple hand nets and are relatively easy to identify.
- They have different tolerances to pollution.
- The sedentary nature of some macroinvertebrates means they provide an indication of past conditions as well as present conditions.
- Macroinvertebrates are a major component of biological diversity. About 99% of animal species are invertebrates. Understanding the effects of human activity on aquatic macroinvertebrates helps in finding ways to conserve them.
- A healthy macroinvertebrate community is important to the normal functioning of a water body. Macroinvertebrates occupy a central position in the food webs of rivers and streams.

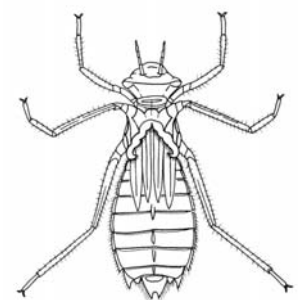


### What does macroinvertebrate sampling provide?

Sampling reveals information about the abundance, diversity and composition of water bugs. This in turn gives an indication of the health of the waterway.

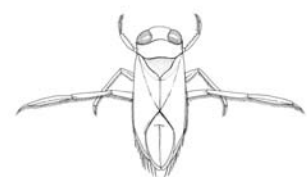
#### Abundance

Abundance refers to the **number of animals present**. Excessive numbers of macroinvertebrates, particularly gastropod snails, tend to be found in water artificially enriched with nutrients. Small numbers may indicate erosion, toxic pollution or scouring by floodwaters.



#### Diversity

Diversity refers to the **number of different types of animal present**. Healthy streams usually have a greater diversity than degraded streams, although the diversity in headwaters may be naturally low due to a lack of food variety. Communities with many different species appear to be more stable and healthy than less diverse ones.





## Composition

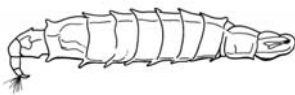
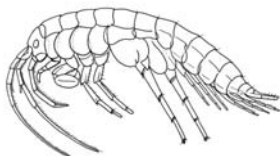
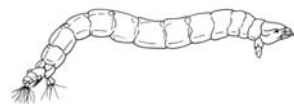
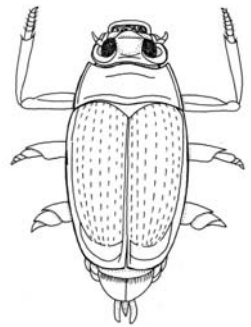
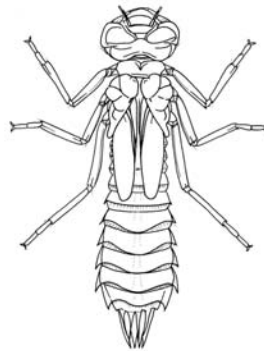
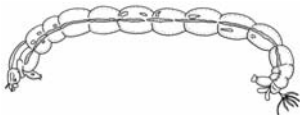
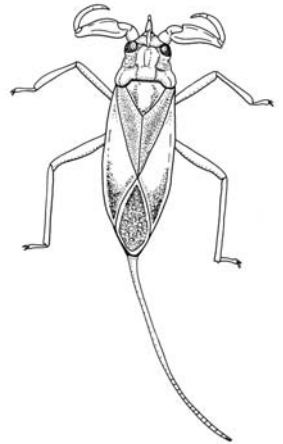
Composition of the community refers to the **proportion of different types of animals living together**. A sample from a healthy stream tends to contain a good number of mayfly, stonefly and caddisfly nymphs. However, if the sample contains a lot of worms and midge larvae (chironomids), the stream is probably degraded.

## Pollution tolerance

Pollution tolerance refers to the **ability of macroinvertebrates to withstand pollution** from a range of sources, such as stormwater runoff, sewage, industrial effluent or heated water. This is reflected in the macroinvertebrate's SIGNAL 2 score – a simple scoring system for water bug samples.

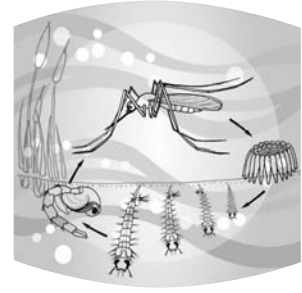


Work sheet 8.14 will help students design and carry out their own investigation about water bugs at their waterway.



## 7.2 Types of macroinvertebrates

All living things are classified according to a hierarchical system that provides increasing detail about each organism as you move down the hierarchy. There are seven main levels in the hierarchy from top to bottom: kingdom, phylum, class, order, family, genus and species. Macroinvertebrates are part of the animal kingdom and identification for the purposes of waterway monitoring occurs at the class, order or family level. Examples of common aquatic macroinvertebrate classes include Gastropoda (snails), Arachnida (spiders and mites), Crustacea (crustaceans), Insecta (insects), Turbellaria (flatworms) and Oligochaeta (segmented worms).



### Mayfly

**Kingdom:** Animalia

**Phylum:** Arthropoda

**Class:** Insecta

**Order:** Ephemeroptera

**Family:** Baetidae

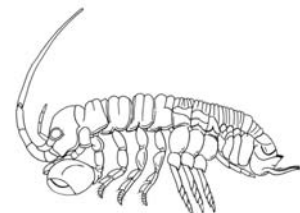
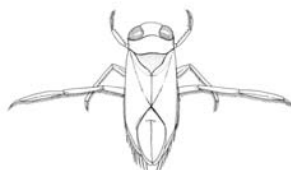
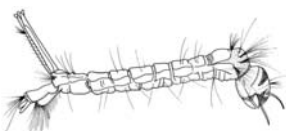
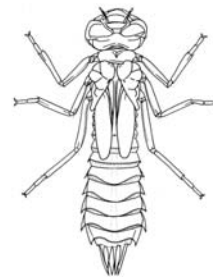
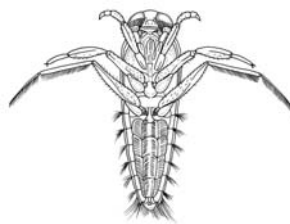
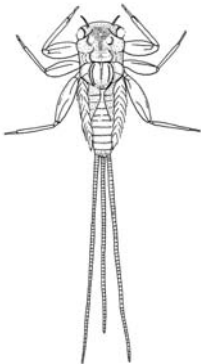
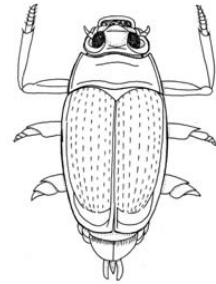
**Genus:** *Baetis*

**Species:** *Baetis soror*



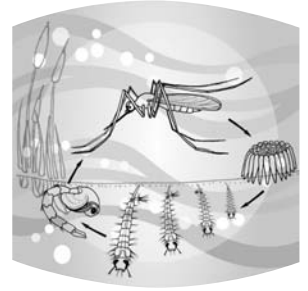
At the species level, an animal is classified by both its genus and species. For example, one type of mayfly, a common aquatic invertebrate, is known as *Baetis soror*. Note that both the genus and species names are written in italics and the genus always begins with a capital letter while the species begins with a lower case letter.

**i** Work sheets 8.10 and 8.11 are designed to help students further explore the identification and classification of water bugs. Work sheet 8.12 provides students with an introduction to scientific drawing, using water bugs they have collected.



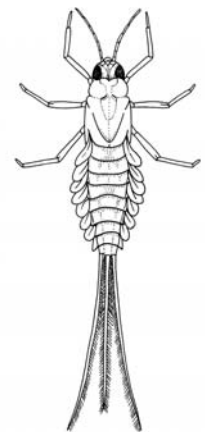
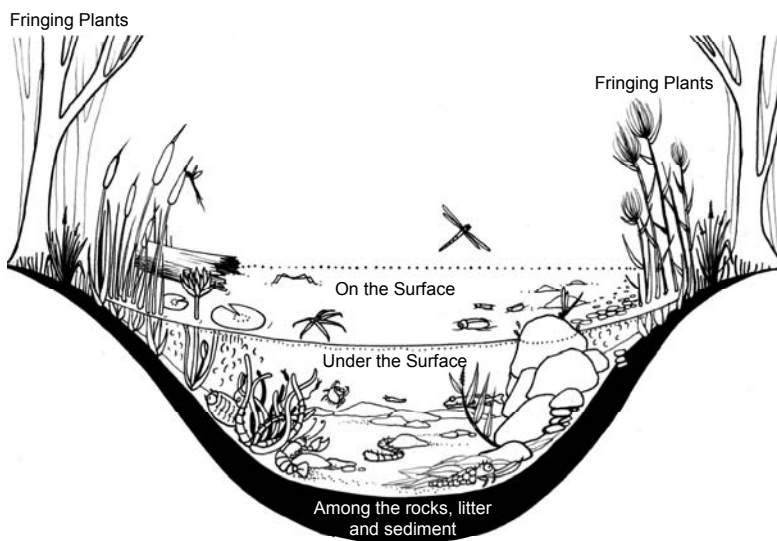
## 7.3 Habitats of water bugs

A habitat is the environment where an organism lives and grows. Habitats provide the basic requirements and conditions to survive. Water bugs live in different habitats within streams:



Freshwater habitat	Macroinvertebrates that may live there
Still water (edge and water surface), including overhanging vegetation from banks	Fast moving bugs and beetles and freshwater shrimp
Bottom mud, sand, silt, gravel and rocks	Worms and fly larvae, mussels and clams
Aquatic plants (under the surface as well as those growing through the water and floating)	Gripping insects, caddisflies, damselflies, shrimp, snails and caterpillars
Flowing water, riffle zone where water tumbles over rocks and logs and flows faster around bends	Gripping insects, caddisflies, beetle larvae that have burrowed into logs and under rocks, mayfly and stonefly nymphs

When a habitat is missing from a location, the diversity of bugs will be reduced. Make sure sampling takes place in all habitats so you really know what lives there!



## Changes within water bug communities

Communities of macroinvertebrates change throughout the year:

**Seasonal change** – Some macroinvertebrates will be more abundant at certain times of the year, depending on the stage of their life cycle and opportunities for breeding.

**Weather patterns** – Storms may disturb sites by flushing macroinvertebrates downstream (this can also occur when water is released from dams). Periods of low flow and drying up of waterways will concentrate animals into smaller areas. Some animals will cope better with these types of stresses, so changes may occur in the diversity and numbers of macroinvertebrates.

## Habitats in streams

### Riffles

#### What is a riffle?

A riffle is an area of relatively fast moving water where the water is flowing over a shallower bed and forms small rippled waves compared to the slow flowing areas of the stream. It often consists of a rocky bed of gravel or other small stones.

#### Adaptations of bugs in the riffle zone

Macroinvertebrates that live in the riffle zone have adaptations which include:

- streamlined bodies – long, slender and flat
- legs are often straight out to the side, to allow the bugs to lie flat against the rocks
- some have hooks (mayflies) or suction cups (snails) which allow them to cling to rocks
- resisting currents by swimming upside down – backswimmer
- sluggish and obtaining food by grabbing it as it moves past.

### Pools – still water

Pools are still, so macroinvertebrates move to catch their food.

The bugs that live in pools:

- have long legs so they can move quickly
- many are predators, with large scoop-like mouths, such as dragonfly and mayfly nymphs and whirligig beetles
- many live on the surface of pools and some, like the water strider, can walk or hop on the surface of the water
- many are adapted to living in the sediment at the bottom of the stream, where oxygen levels are low. Burrowing mayflies, for example, have gill structures along their abdomens to absorb oxygen.

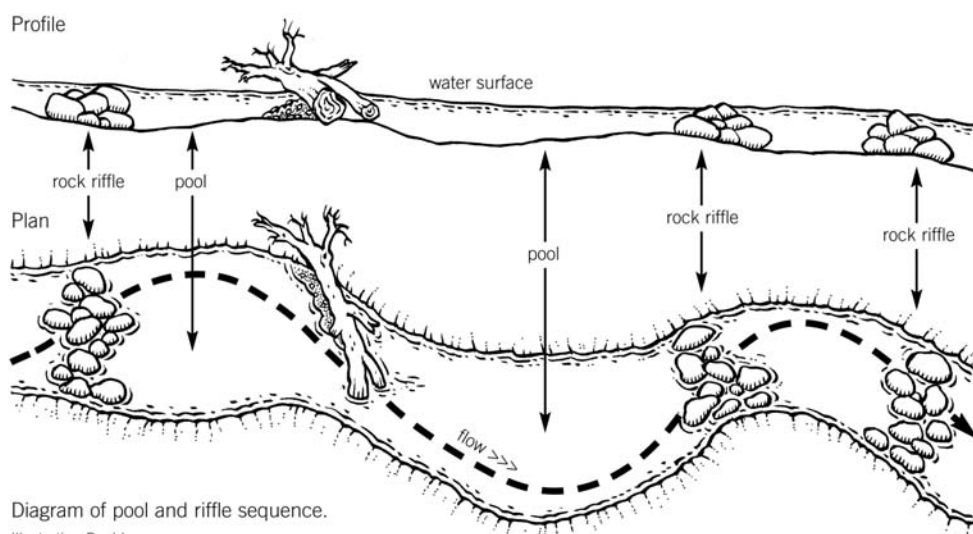
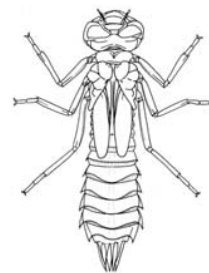
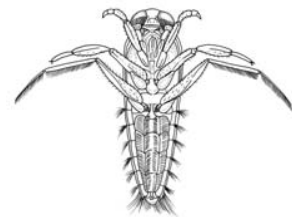
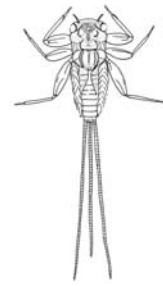


Diagram of pool and riffle sequence.

Illustration Paul Lennon.



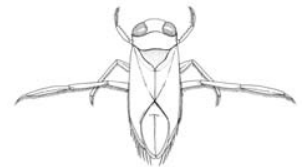
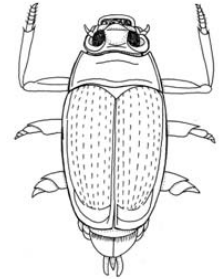
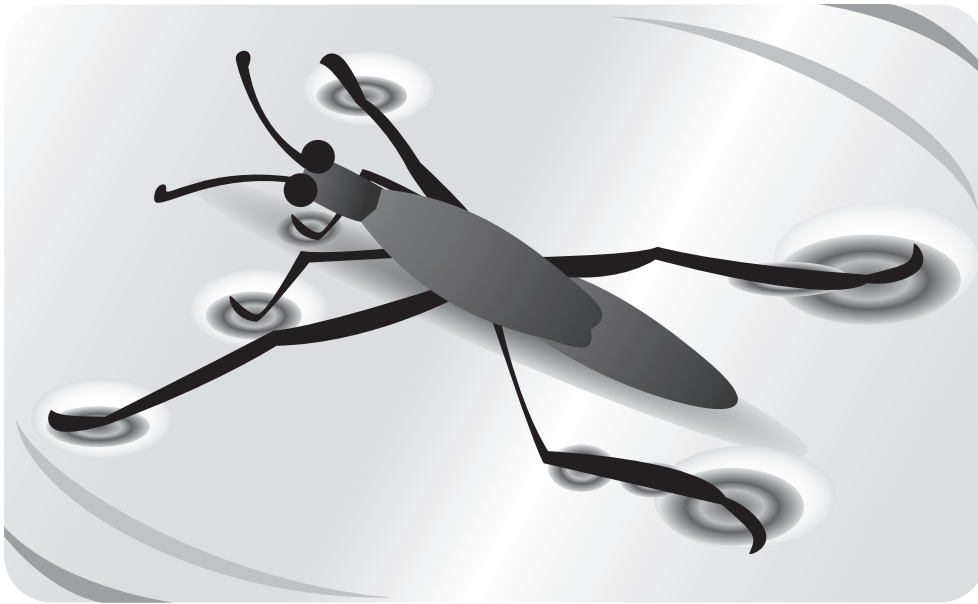
## Life at the top

Water bugs which live at the top of the pool may be found:

- on the water's surface
- just below the surface.

Bugs that live on the water's surface, or film, have adaptations which allow them to move across the surface. These include water striders and whirligig beetles.

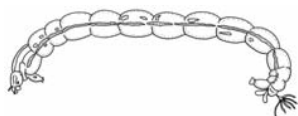
Bugs which live just below the surface require oxygen from the air to breathe. These bugs include water boatmen, backswimmers and giant water bugs. The backswimmer uses two long breathing tubes to breathe and traps air bubbles around its body.



## Life at the bottom

Bottom dwelling species include worms, molluscs and midge larvae which live in the bottom sediments. Snails graze on the bottom sediments while mussels attach to rocks and are filter feeders.

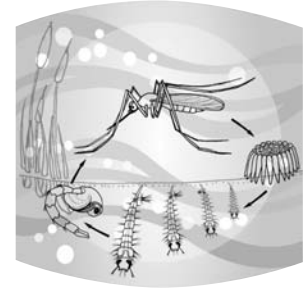
Life at the bottom has little oxygen and light. These dwellers often have adaptations to obtain oxygen, e.g. bloodworms have more red blood cells to hold oxygen.





## 7.4 What's for dinner?

In rivers and streams, leaves, sticks and twigs falling into the water are the main energy sources for bugs. Water bugs generally fall into one of three categories when it comes to their method of obtaining food: shredders, collectors or predators.



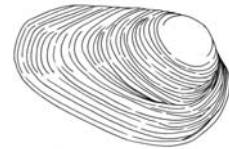
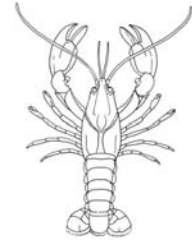
### Shredders

These bugs chew leaves, rotting sticks and twigs. This breaks down the plant matter into small pieces for other bugs to eat. Shredders include caddisflies and yabbies.

### Collectors

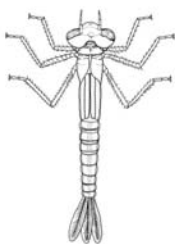
The collectors gather, scrape or filter food broken down by shredders. They include:

- **gatherers** – water bugs which collect food deposited on rocks or found in the sediment, such as mayfly nymphs, caddisflies, worms and crustaceans
- **filter feeders** – water bugs which filter food particles from the water using specialised feeding mechanisms, such as net spinning caddisflies, midge larvae and mussels
- **scrapers or grazers** – water bugs which obtain algae from plant matter and rocks, such as caddisflies, snails and beetle larvae.



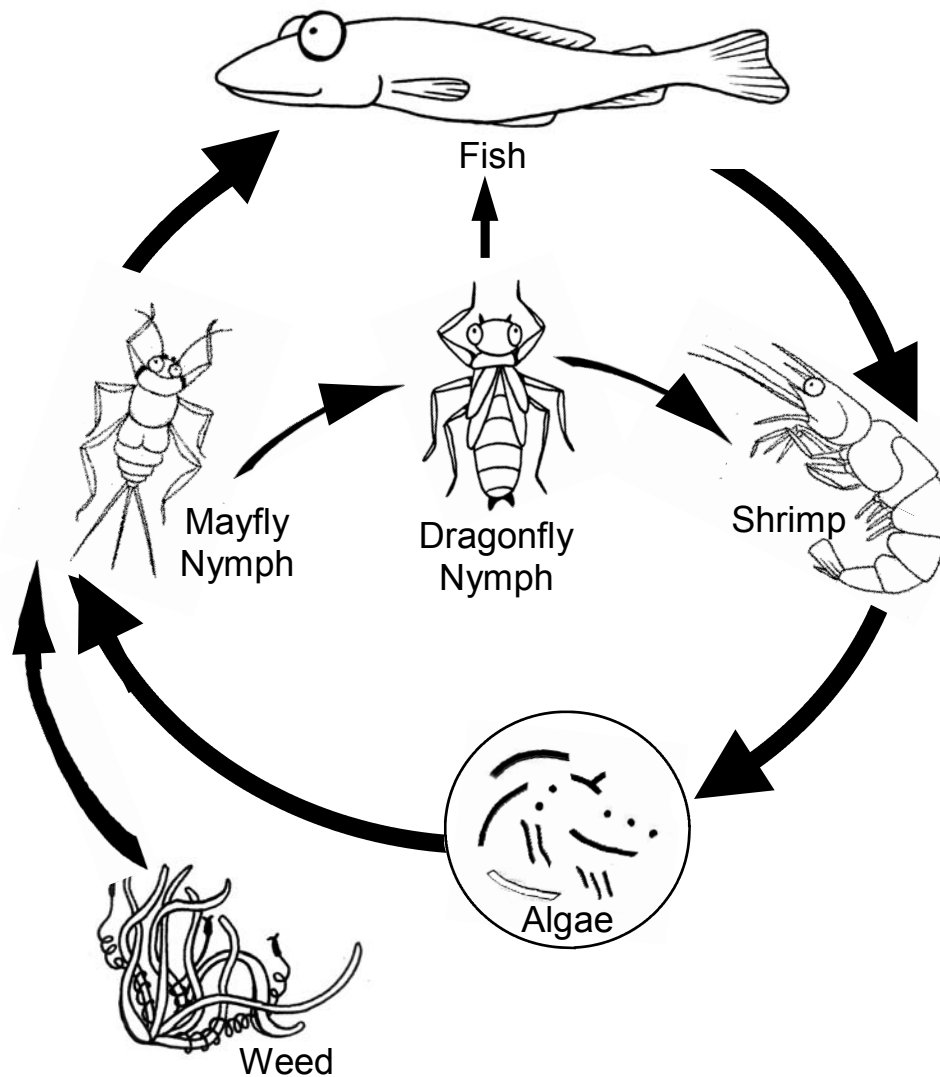
### Predators

These bugs prey on other animals by biting, piercing or engulfing. They include dragonfly and damselfly nymphs, beetles and true bugs, which have beak-like sucking mouthparts to suck body fluids from their prey.



## Bugs are part of the food chain

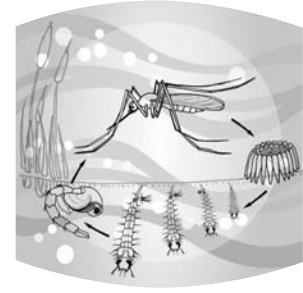
Just as water bugs survive by eating their own specialised diet and maybe each other, other animals also depend on macroinvertebrates for survival. These include ducks, fish, water rats and frogs. These are secondary and tertiary consumers.



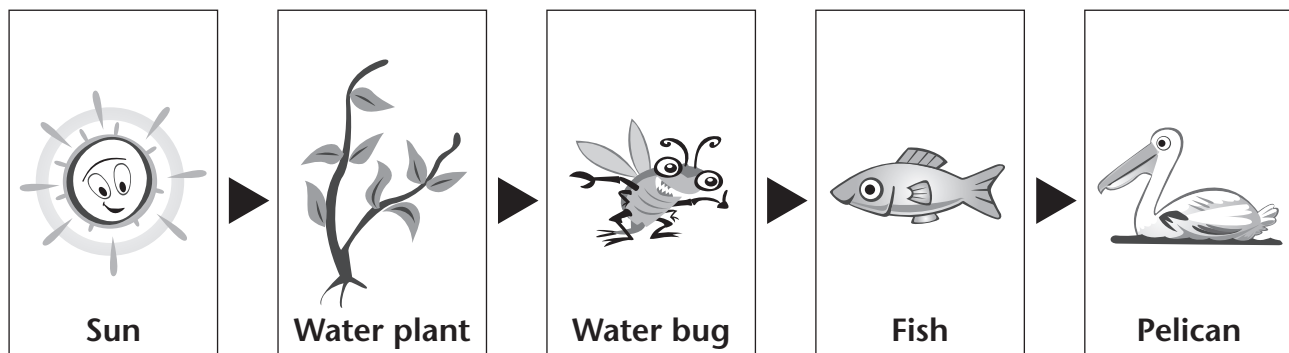
## 7.5 Food chains and webs

Energy is transferred between organisms by the food they eat. This is called a food chain. A simple food chain will include producers, consumers and decomposers.

Food chains begin with plants, which transform and store the sun's energy. Plants are called producers because they produce their own food. Many river dwellers eat plants and they are called primary consumers. These plant eaters are eaten by other animals, such as larger fish and birds, which are called secondary consumers. The pelican, like many waterbirds, eats a variety of fish and bugs. This complex interdependence of species is called a food web.



### A simplified food chain



The parts of a food chain:

**SUN** provides the energy for the food chain.

**PRODUCERS** are green plants that use the sun, water, nutrients and carbon dioxide to produce energy. This process is called photosynthesis. Producers include water plants, phytoplankton and algae as well as leaves and twigs from stream bank vegetation.

**CONSUMERS** are all organisms which eat other organisms. They are classified as primary, secondary or tertiary consumers:

- **primary consumers** – animals that feed on plants (herbivores)
- **secondary consumers** – animals that eat primary consumers
- **tertiary consumers** – larger carnivores that eat secondary consumers.

**DECOMPOSERS** are bacteria and very small organisms which break down dead leaves and animals through a process called decomposition. Decomposers convert dead matter into small particles and gases which are released back into the water, air and soil.

The types of animals in a food chain

**HERBIVORES** are animals that eat plants.

**CARNIVORES** are animals that eat other animals.

**OMNIVORES** are animals that eat plants and animals.

**PARASITES** are animals that live off other organisms.

**SCAVENGERS** are animals that eat dead animal carcasses and rotting plant matter.



## Macroinvertebrate food chain



### The producers

Plants, leaves and twigs



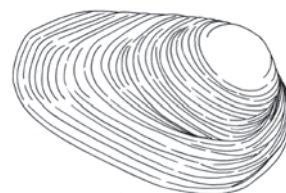
### The shredders

Yabby, caddisfly larva

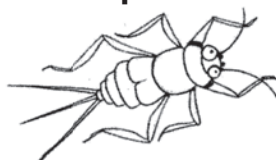


### The collectors

Mayfly nymph, mussels



Water scorpion  
Piercing



Mayfly nymph  
Biting



Giant water bug  
Engulfing

### Non-macroinvertebrates



Ducks, frogs, fish



Work sheet 8.13 is designed to help students explore the topic of food chains for themselves.

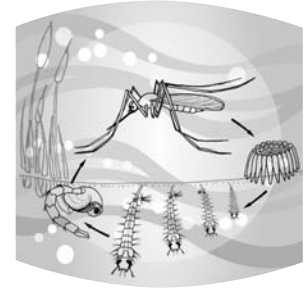
## 7.6 Life cycles

### What is a life cycle?

A life cycle is the sequence of events in the lifetime of an organism from fertilisation, birth or hatching through to adulthood, when it reproduces and the cycle begins again.

Water is essential for at least one stage in the life cycle of many species that live in, on or near aquatic environments. Flying insects such as dragonflies, mosquitoes and midges spend most of their life underwater. Adults lay their eggs in water and the juveniles live, eat and grow underwater, emerging as flying adults.

Aquatic macroinvertebrates develop in a variety of ways, with 3 or 4 stage life cycles.



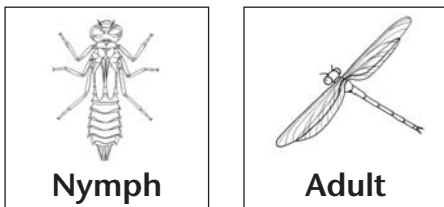
### Nymphs

Eggs hatch into nymphs, which are miniature versions of the adult. As they grow they do not change much in appearance from baby to adult. Some, such as worms and snails, have soft skins that grow with them. Others, such as yabbies and dragonflies, have hard outer skins that are shed so that they can get bigger.

### Larvae

Eggs hatch into larvae, which usually have very soft bodies and look nothing like their parents, e.g. mosquitoes. They go through a pupa stage and then develop into adults.

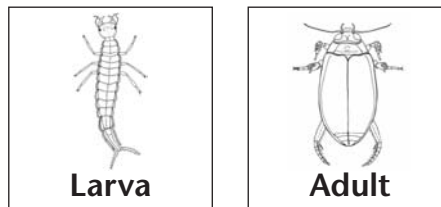
#### Dragonfly



Nymph

Adult

#### Diving beetle



Larva

Adult



Work sheets 8.15 to 8.17 will familiarise students with the life cycles of three common macroinvertebrates.

### Macroinvertebrate life cycles and weather patterns

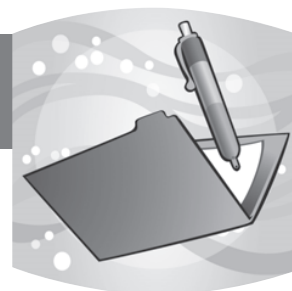
The eggs of some macroinvertebrates lay dormant during dry periods, hatching when the water returns. Nymphs can burrow into the mud, or even crawl under damp leaf litter when water levels are low. Yabbies burrow and hibernate when water levels drop.

Mosquitoes have very short life cycles, needing very little time and water to reproduce.



**Discussion:** How might climate change affect the breeding cycle of macroinvertebrates and other species in the food chain?

# SECTION 8



## Work sheets and Q&A sheets

*The work sheets in this section are designed to introduce students to some key concepts. Some are best used in the classroom setting prior to going on a field trip, while others can be used before, during or following a site visit.*

*A Q&A is also provided to assess and/or reinforce students' understanding of the water quality tests used in the Waterwatch program.*

*Included in this section:*

	<i>Page</i>
8.1 Graph the results of investigations work sheet	8-2
8.2 Finding patterns in results work sheet	8-3
8.3 Investigations at the waterway: evaluation work sheet	8-4
8.4 Water quality tests: what do they mean? Q&A answers for teachers	8-5
8.5 Water quality tests: what do they mean? work sheet	8-11
8.6 Climate change: water quality and habitats work sheet	8-13
8.7 Adaptation to climate change work sheet	8-14
8.8 Activity futures wheel work sheet	8-15
8.9 Develop an action plan for your site work sheet	8-16
8.10 Classifying water bugs by structural features work sheet	8-17
8.11 Identifying water bugs: using simple keys work sheet	8-19
8.12 Introduction to scientific drawing work sheet	8-21
8.13 Food chains: diets of common aquatic species work sheet	8-22
8.14 Water bug investigation work sheet	8-23
8.15 Life cycle of a dragonfly work sheet	8-24
8.16 Life cycle of a mosquito work sheet	8-25
8.17 Life cycle of a caddisfly work sheet	8-26



## 8.1 Graph the results of investigations work sheet



Graph the results:

.....  
(enter a title here that includes the dependent and independent variables)

What I  
measured

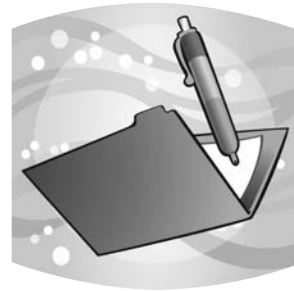
.....  
(dependant  
variable,  
e.g. EC)

What I changed

.....  
(independent variable, e.g. site, time of day)



### 8.3 Investigations at the waterway: evaluation work sheet



What were the main sources of experimental error?

(sample size and selection, measurement error, poor control of variables)

.....

.....

.....

How confident are you with your conclusions?

How much uncertainty/error is associated with your data?

.....

.....

.....

How could the design of the experiment be improved to reduce error?

.....

.....

.....

What have you learned about the topic of your investigation?

Was the outcome different from your prediction? Explain.

.....

.....

.....

What have you learned about the methods of investigating in science?

.....

.....

.....

## 8.4 Water quality tests: what do they mean? Q&A answers for teachers



*The following questions and answers refer to information in the Waterwatch Field Manual about water quality parameters. It is important for students to know **what they are testing, why they are testing and the management needed to reduce any negative impacts.** A work sheet for students, containing the questions only, is provided in Section 8.5.*

Teachers may use the Q&A for:

- class discussion **prior to** a visit to the waterway
- reviewing testing activities **at** the waterway
- reviewing testing activities **after** you test
- developing an investigation question
- work done in conjunction with models and experiments about these issues
- part of your class study of catchments and water quality
- the design of a school environmental management plan to reduce water quality problems in the catchment in relation to your school.

### Answers for teachers

#### Temperature

##### What is it?

*A measure of how hot or cold the water is.*

##### How do we measure it?

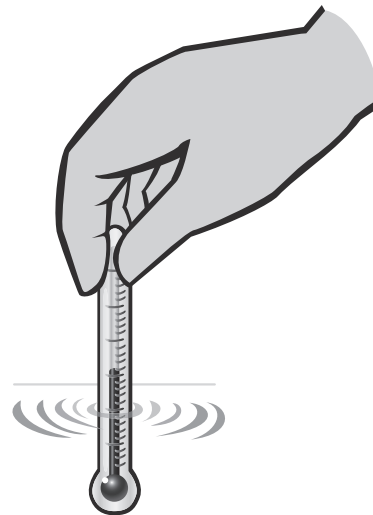
*Using a thermometer*

##### Units of measurement?

*Degrees Celsius (°C)*

##### What influences it?

- Shade/sunlight
- Water depth
- Vegetation cover
- Turbidity
- Flow
- Seasonality
- Time of day



##### Important notes ...

*Each animal and plant has a preferred temperature range in which it can survive. Temperature change has a major influence on biological activity and the growth of aquatic organisms.*

## pH

### What is it?

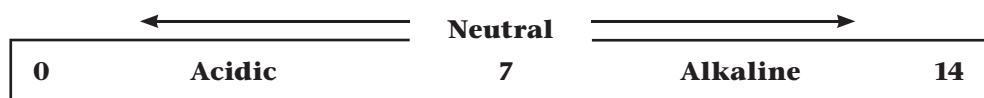
*pH is a measure of how acidic or alkaline a substance is.*

### How do we measure it?

*Using pH strips (Universal Indicator)*

### Units of measurement?

*pH units*



### What influences it?

- *Geology*
- *Acid sulfate soils*
- *Characteristics of the catchment*
- *Urban runoff/stormwater*
- *Sewage*
- *Detergents and fertilisers*
- *Industrial waste*

### Important notes ...

*The optimal pH for most organisms (plants and animals) in Australian freshwaters is 6.5 to 8.5. Levels of pH outside this normal range will cause a reduction in species diversity, as the more sensitive species disappear.*

## Electrical conductivity (EC)

### What is it?

*A measure of the amount of electric current that can be passed through the water sample.  
This is a measure of salinity.*

### How do we measure it?

*Using an electrical conductivity meter (EC meter)*

### Units of measurement?

*Millisiemens per centimetre (mS/cm) EC high range meter*

*Microsiemens per centimetre (µS/cm) EC low range meter*

*1 mS/cm = 1000 µS/cm*





**What influences it?**

- Removal of vegetation
- Mining/industry
- Stormwater and agricultural runoff
- Poor irrigation practices
- Sewage effluent discharge
- Rising water table
- Geology
- Characteristics of the catchment

**Important notes ...**

*Many species can only survive in a very narrow range of salt concentration.*

*The removal of deep-rooted vegetation causes the water table to rise.*

*Tank water is ~ 100  $\mu\text{S}/\text{cm}$  and sea water is ~ 65,000  $\mu\text{S}/\text{cm}$ .*

**Turbidity****What is it?**

*Turbidity is a measure of the cloudiness or muddiness of the water. The more silt and sediment in the water, the higher the turbidity.*

**How do we measure it?**

*With a turbidity tube*

**Units of measurement?**

*NTU = Nephelometric Turbidity Units*

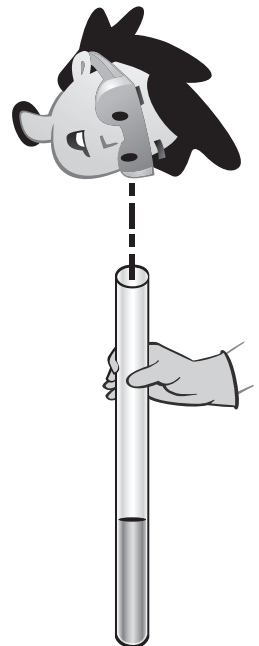
**What influences it?**

- River/stream bank erosion
- Rural and urban runoff
- Removal of vegetation
- Algal growth
- Heavy rain or floods
- Stormwater
- Animal access to waterways, in particular livestock

**Important notes ...**

*High turbidity can:*

- suffocate aquatic organisms by clogging or damaging gills and mouthparts
- reduce light penetration to aquatic plants, decreasing the rate of photosynthesis
- smother aquatic plants as sediments settle in areas where water flow slows.



## Available phosphate

### What is it?

*A measure of the phosphate compounds that are soluble in water and therefore available to be absorbed by plants.*

*Phosphorus (P) + 4 x Oxygen (O) = Phosphate (PO<sub>4</sub>)*

### How do we measure it?

*Using a colorimeter – DC1200 or SMART or SMART2*

### Units of measurement?

*Parts per million (ppm)*

*Note: ppm is equivalent to mg/L.*

### What influences it?

*Sources of phosphate compounds in a waterway may be:*

- *sediment from erosion*
- *manure from feedlots, dairies and pet droppings*
- *sewage*
- *phosphate-based detergents*
- *decaying plant material*
- *fertilisers*
- *industrial waste.*

### Important notes ...

*Phosphorus occurs naturally in low concentrations in Australian soils and water.*

*Native vegetation (both aquatic and terrestrial) has adapted to these low levels.*

*In contrast, many introduced plants and weeds are adapted to higher phosphorus levels.*

*Consequences of high phosphate levels are:*

- *an abundance of algae and aquatic weeds (e.g. blue-green algal blooms)*
- *waterways choked with vegetation, resulting in reduced light penetration*
- *reduced dissolved oxygen, which can lead to eutrophication and fish kills*
- *reduced animal and plant diversity (exotic species are favoured, to the detriment of native species).*

## Dissolved oxygen

### What is it?

*Dissolved oxygen (DO) is the volume of oxygen gas (O<sub>2</sub>) contained in the water.*

*Note: It is not the O in H<sub>2</sub>O.*

### How do we measure it?

*Winkler titration method*



**Units of measurement?**

Milligrams per litre (mg/L) and per cent saturation (% sat.)

**What influences it?**

Oxygen enters the water:

- as a waste product from the photosynthesis of aquatic plants and algae
- via the transfer of oxygen across the water surface
- through wave action, waterfalls and riffles.

Oxygen is lost from water when:

- water temperature rises
- salinity increases
- plants and animals increase respiration
- micro-organisms are feeding on decaying organic matter (e.g. sewage, leaf litter).

**Important notes ...**

DO levels are highest in the afternoon as plants photosynthesise during the day.

Very low oxygen levels can lead to fish kills.

**Faecal coliforms/*E. coli*****What is it?**

Faecal coliforms are naturally occurring bacteria found in the intestines of all warm blooded animals (including humans) and birds.

The presence of faecal coliforms is an indicator of contamination by sewage waste.

**How do we measure it?**

Faecal coliforms are measured by the number of colonies that grow per 100 mL of sample water. A sample is incubated for 24 hours and colonies can then be identified as pink or blue dots.

**Units of measurement?**

Number of colonies counted per 100 mL of sample water

**What influences it?**

Faecal coliforms enter a waterway in a number of ways, reducing the water quality and the ability to use water for primary contact. The main sources of faecal coliforms are:

- sewerage and septic systems
- feedlot and dairy runoff, i.e. from intensive farming
- runoff from broad acre farming
- stormwater carrying dog and cat droppings
- waterfowl and livestock defecating directly into the water.



## Important notes ...

*The presence of faecal coliforms can affect the use of water for primary contact.*

*Faecal coliform numbers can rise dramatically in wet weather as stormwater flushes manure and pet droppings into streams, and sewerage and septic systems overflow.*

*Faecal coliform limits for primary and secondary contact:*

- **Primary contact** refers to activities where you are completely immersed in water, e.g. swimming, diving or surfing. The level of faecal coliforms should not exceed 150 faecal coliforms per 100 mL.
- **Secondary contact** refers to activities where you come into contact with water but are not completely immersed in it, e.g. boating and fishing. The level of faecal coliforms should not exceed 1000 faecal coliforms per 100 mL.

*Above 1000 faecal coliforms per 100 mL no contact should be made with the water as serious illness may result.*



## 8.5 Water quality tests: what do they mean? work sheet



Q&A

Answer the questions for each of the following water quality parameters and add some other useful points under 'Important notes'.

### Temperature

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...

### pH

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...

### Electrical conductivity (EC)

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...

### Turbidity

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...

### Available phosphate

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...

### Dissolved oxygen

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...

### Faecal coliforms/E.coli

What is it?

How do we measure it?

Units of measurement?

What influences it?

Important notes ...



## 8.6 Climate change: water quality and habitats work sheet



Name: .....

Date: .....

Select **one** aspect of climate change that might affect water quality.

Describe what could happen as a result of this change.

.....

.....

.....

.....

.....

.....

.....

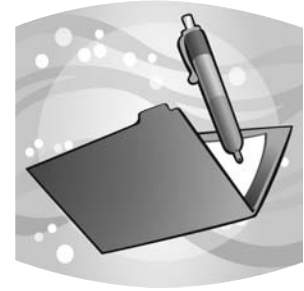
.....

Name **one** water bug that may need to adapt to this change.

.....



## 8.7 Adaptation to climate change work sheet



Name: .....

Date: .....

How a water bug or a plant might adapt to  
climate change at my site

1. Draw a plant or animal that lives at your site.
2. Add the new features that may help it to survive in a new climate.
3. Label the new features.
4. Explain how the new features will help the plant or animal to survive.
5. Make a model of your animal or plant in its new environment.



## 8.8 Activity futures wheel work sheet

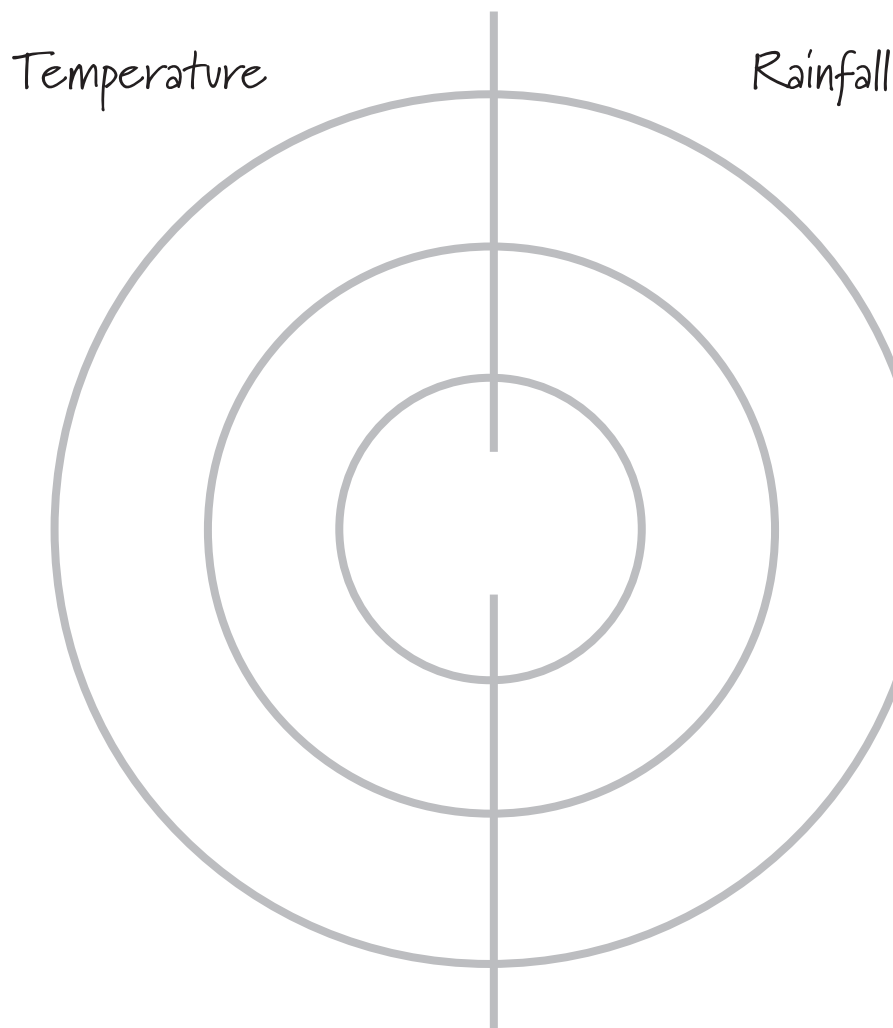


On the diagram below show **one** possible impact of climate change.

Write the impact selected in the centre of the circle.

Show the direct and indirect effects of the impact you have chosen on temperature and rainfall by following the directions below.

1. Write the **immediate** effects of the impact in the inner circle, around or below the chosen impact.
2. Use the inner ring to show the **direct** effects that changes in water quality resulting from the impact and its immediate effects might have on plants and animals at your site.
3. Use the outer ring to show **indirect** effects at your site and beyond.



## 8.9 Develop an action plan for your site work sheet



1. What can be protected or improved?

.....

2. What is your vision for this site in the future?

.....

3. What do **you** want to change, protect or improve?

.....

4. Who can be involved?

.....

### Actions

List the steps taken to improve or protect your site:

Actions	Who?	When? (date)

### Telling the world

Write a report for your local newspaper, Catchment Management Authority or council or do a presentation at your school assembly.

# 8.10 Classifying water bugs by structural features work sheet



Name: .....

Date: .....

Water bugs that live at your local creek can be identified by their features. This will also provide an indication of how they move, what they eat and their life cycle.

Use the example below to develop a better understanding of the structural features of water bugs. Add the features to each box. Are there additional features that will help you identify this water bug? Use the water bug detective guide in the *Waterwatch field manual* to help with your description.

## Example: Damselfly nymph

**Mouthparts**  
(e.g. predators have scoop-like mouths)

**Body shape**  
Length, thickness

**Nymph or larva**

**How they move**  
e.g. legs, suction cups

**Wings developing?**

**Position of legs**

**Hairy or smooth**

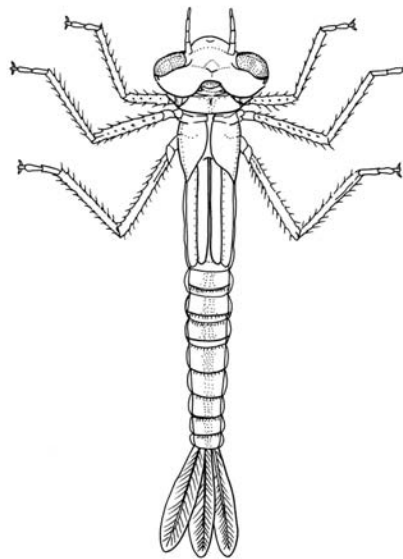
**Size of legs**

**Shell or no shell**

**Length (mm)**

**Colour**

**Number of tails**



**Based on the structural features identified:**

- Describe the damselfly nymph. ....

.....

.....

- Comment on its method of getting around and the stage of its life cycle.

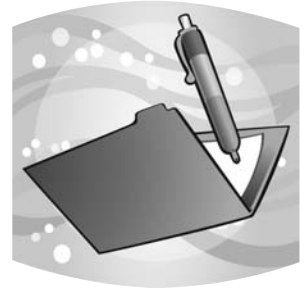
.....

.....

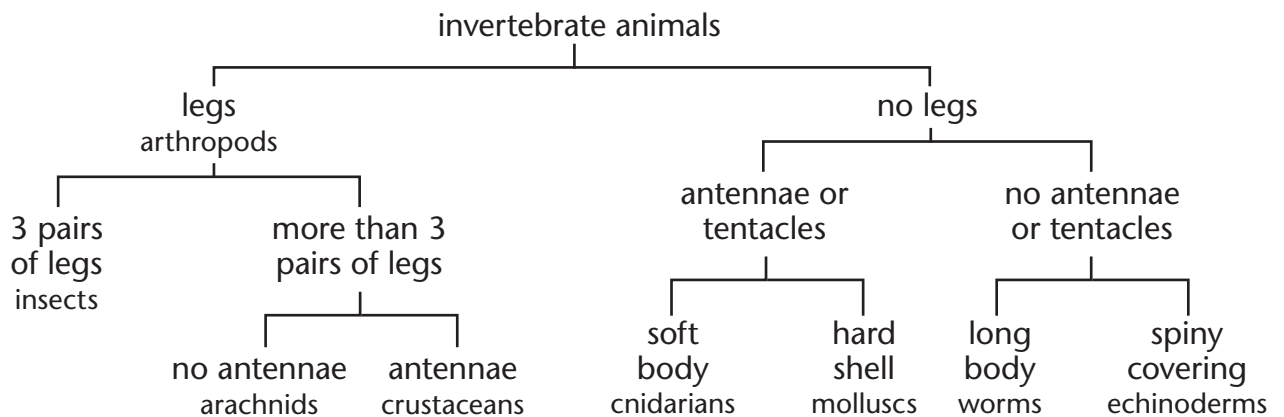
.....

.....

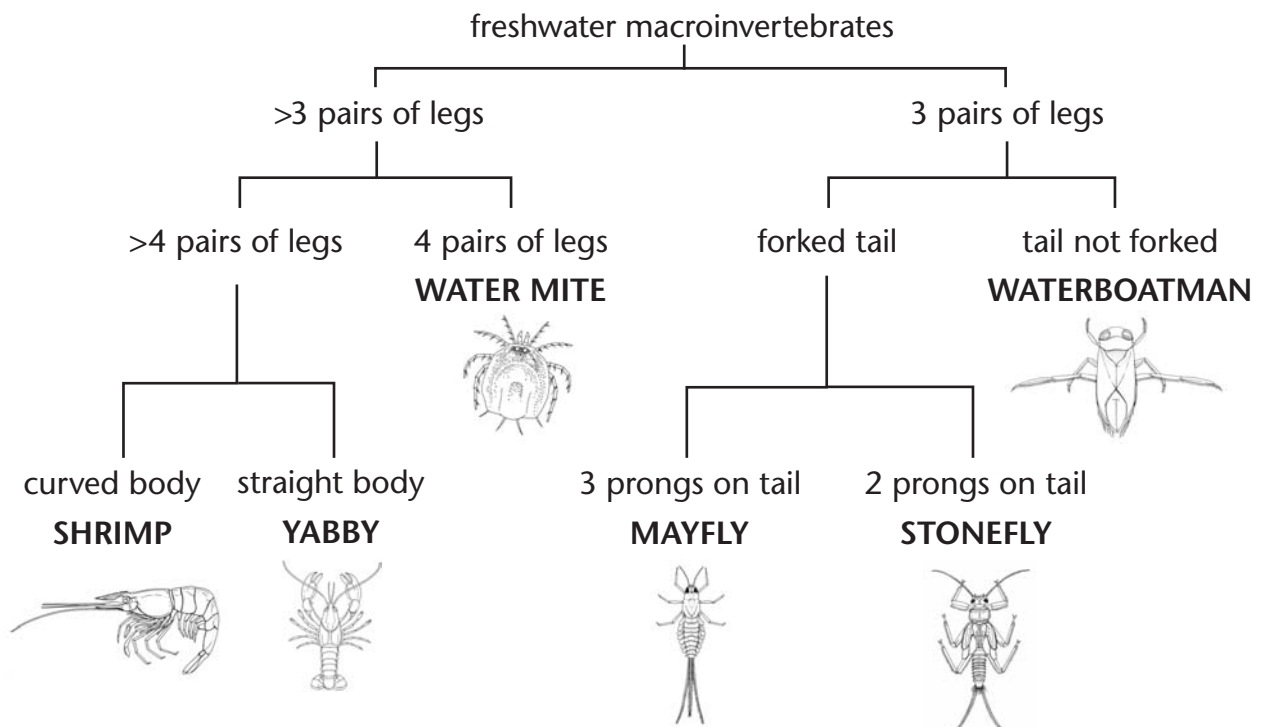
# 8.11 Identifying water bugs: using simple keys work sheet



Below is a simple classification for invertebrate animals.



Using the generalised key above, a more detailed key can be developed for freshwater macroinvertebrates:



1. Choose **one** water bug from the key above and describe its structural features.

---

---

---

2. Using the examples above and the freshwater macroinvertebrate key provided, draw up a key for a macroinvertebrate that you have found at the waterway.



Describe its features based on the key.

---

---

---

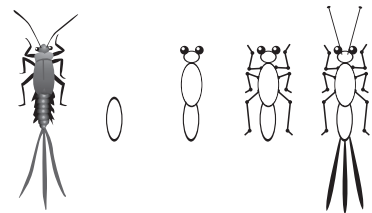
# 8.12 Introduction to scientific drawing work sheet



My favourite water bug

## Procedure

1. Collect water bugs from your local waterway.
2. Select a water bug to draw.
3. Use simple shapes to put together a drawing of your bug:
  - How long is your bug (include antennae and tails)?  
Write the length on the side of the frame.
  - Draw the body shape of your bug.
  - Count and draw the other body parts (insects usually have 3).
  - Count the legs and draw them in the right place.
  - Draw in the antennae and tails.
  - Label the main features.



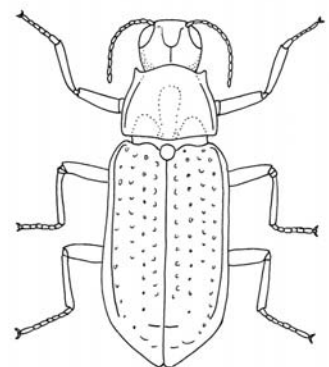
The bug you have drawn will be larger than its real size. Indicate the real size of the bug (scale) by labelling the arrow to the right of the box.

Scientific drawing of a water bug

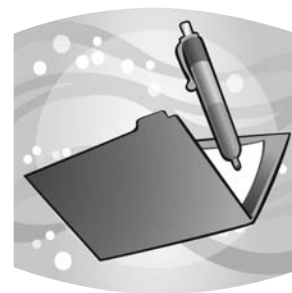


Size in mm

Date: .....  
 Collection-site: .....  
 Common name: .....  
 Habitat: .....  
 Special features: .....  
 .....  
 .....



## 8.13 Food chains: diets of common aquatic species work sheet



From the list of common aquatic species below, draw up a food chain that may occur at your local waterway.

Aquatic species	Main diet
Damselfly	Other adult insects
Dragonfly	Other adult insects
Frog	Insects, water worms, snails, slugs, worms
Mayfly	Does not eat since it only lives for a day or two; it uses the energy gained when it was a nymph
Algae/water plants	Sunlight
Caddisfly larva	Microscopic plants, algae, microscopic fungi, small particles of dead plants
Damselfly nymph	Tadpoles, young fish, freshwater shrimps, water lice and beetles
Water plants	Sunlight
Dragonfly nymph	Tadpoles, young fish, freshwater shrimps, water lice and beetles
Duck	Pondweed, large water plants, insects, tadpoles, small fish, pond snails
Flatworm	Water lice, water mites, microscopic animals, tadpoles and caddisfly larvae
Freshwater shrimp	Microscopic fungi, small particles of dead plants
Diving beetle	Water fleas, midge larvae, pond snails, nymphs, flatworms, leeches, water boatmen
Pelican	Fish, frogs, tadpoles, larger insects, turtles
Leech	Insect nymphs, tadpoles, flatworms, water lice, pond snails, midge larvae
Mayfly nymph	Microscopic fungi, microscopic animals and plants, small particles of dead plants
Midge larva	Microscopic plants, small particles of dead plants
Snail	Large water plants and algae
Water boatman	Tadpoles, freshwater shrimps, aquatic worms, midge larvae
Water mite	Body fluids of beetles, water boatmen, insect nymphs
Aquatic worm	Microscopic fungi, small particles of dead plants



# 8.14 Water bug investigation work sheet



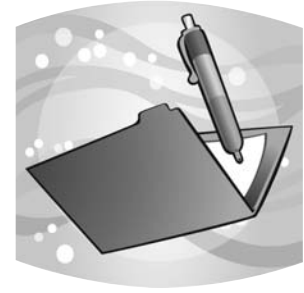
Name: .....

Date: .....

1. What am I going to investigate? (*what it eats, where it lives, how it moves?*)  
.....
2. How will I investigate the question?  
.....
3. What procedure will I follow to collect water bugs from the river or creek and investigate the question?  
.....  
.....
4. What will I need to help me with this investigation?  
.....
5. Draw your water bug using scientific drawing skills.
6. How will I make it a fair test?  
.....
7. What happened? Write down your results.  
.....
8. Why did this happen?  
.....
9. How could I improve the investigation?  
.....
10. Can this information be used to make a more general comment about water bugs in your creek or river?  
.....  
.....

Draw a water bug you  
have investigated

## 8.15 Life cycle of a dragonfly work sheet

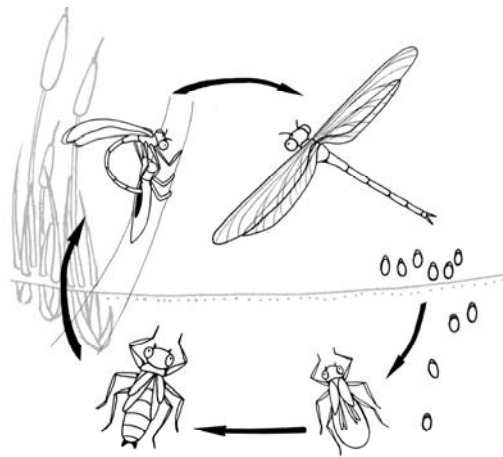


Name: .....

Date: .....

Number the pictures below according to the life cycle and match the information about each stage of the life cycle to these pictures.

### Life Cycle of a Dragonfly



### Life cycle stages

Egg	Nymph	Emerging adult	Adult
<p>Female dragonflies lay their eggs on the water or on plants that live on or near the water.</p>	<p>Dragonfly nymphs live underwater. They breathe through gills and eat small bugs that live in the river. As they grow they have to shed their skin each time it becomes too small.</p> <p>When dragonflies are completely grown, the nymphs climb up plants and shed their skin.</p>	<p>Dragonflies' bodies and wings grow rapidly once they emerge from their skin. The insect pushes blood into its 4 wings and they begin to get hard. In a few hours the dragonfly can fly.</p>	<p>The adult dragonfly lives out of the water. It stays near rivers and wetlands ready to lay its eggs.</p> <p>Dragonflies mate on the wing and can live up to 2 months.</p>

# 8.16 Life cycle of a mosquito work sheet



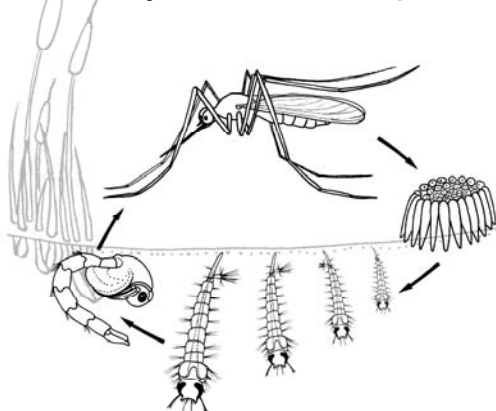
Name: .....

Date: .....

Mosquitoes undergo four distinct stages of development during a lifetime. The four stages are egg, larva, pupa and adult. The full life cycle of a mosquito takes about a month.

Label the four stages of the life cycle of a mosquito.

Life Cycle of a Mosquito



## Egg

Mating occurs while flying. After drinking blood, adult females lay a raft of 40 to 400 tiny white eggs in standing water or very slow moving water.

## Larva

Within a week, the eggs hatch into larvae (sometimes called wigglers) that breathe air through tubes which they poke above the surface of the water. Larvae eat bits of floating organic matter and each other. Larvae moult 4 times as they grow; after the 4th moult, they are called pupae.

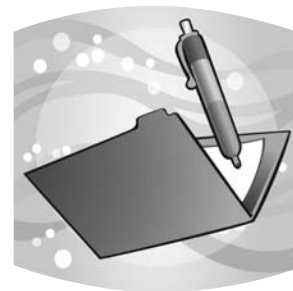
## Pupa

Pupae (also called tumblers) also live near the surface of the water, breathing through 2 horn-like tubes (called siphons) on their back. Pupae do not eat.

## Adult

An adult emerges from a pupa when the skin splits after a few days. The adult lives for only a few weeks. Adult mosquitoes feed on nectar.

## 8.17 Life cycle of a caddisfly work sheet

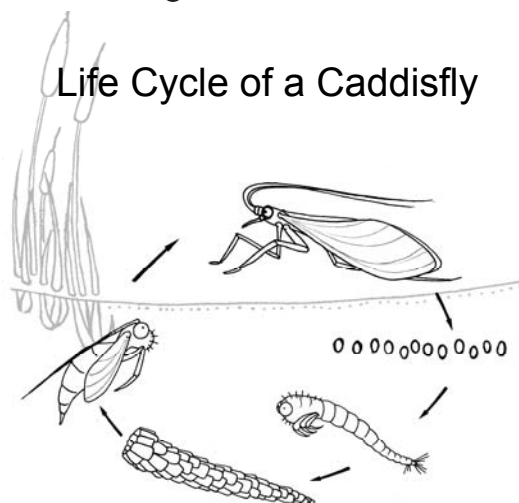


Name: .....

Date: .....

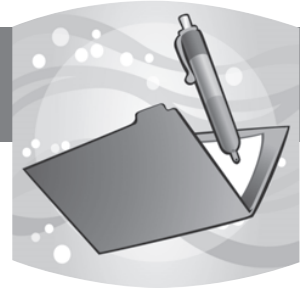
Caddisflies undergo four distinct stages of development during their lifetime. The four stages are egg, pupa, larva and adult.

Write labels for each stage of the life cycle.



Egg	Larva	Larva casing	Pupa	Adult
<p>Mating usually occurs on the ground or among shoreline vegetation. After fertilisation, the female skims over the water surface depositing eggs. The eggs are often bright green in colour and are usually laid in strands.</p>	<p>Larvae hatch and usually develop through 6–7 stages. As they grow, more material is added to the front of their protective casing.</p>	<p>Larvae make their casing by binding together small rocks, twigs, leaves or other material.</p>	<p>Pupation takes place underwater within the larval case or in a pupal case made from silk. The pupa looks much like the adult but with under-developed wings. Pupae swim to the surface for hatching.</p>	<p>The adult caddisfly emerges. Adult caddisflies do not feed.</p>

# SECTION 9



## Templates and checklists

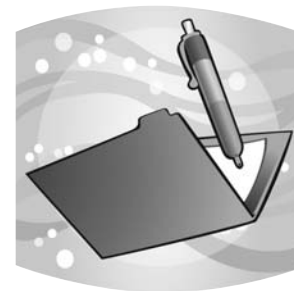
*This section provides a number of useful checklists for making your preparations for participation in the Waterwatch program easier. Templates are also provided for important forms you will need to cover your Occupational Health and Safety (OH&S) and other responsibilities before involving students in Waterwatch activities.*

*Included in this section:*

	<i>Page</i>
9.1 <i>Monitoring objectives checklist</i>	9-2
9.2 <i>General tips and checklist for selecting a site</i>	9-3
9.3 <i>Monitoring skills checklist</i>	9-5
9.4 <i>Waterwatch group training log</i>	9-6
9.5 <i>OH&amp;S Risk Management Plan template</i>	9-8
9.6 <i>Student welfare information form template</i>	9-10
9.7 <i>Parent/guardian permission to use photographs letter template</i>	9-11
9.8 <i>Fieldwork checklist for water quality testing</i>	9-12
9.9 <i>Fieldwork checklist for a water bug survey</i>	9-14



## 9.1 Monitoring objectives checklist

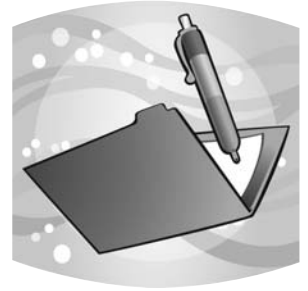


Use this table to identify the types of monitoring that will achieve your goals.

Incorporate your monitoring objectives into your Waterwatch Plan.

Outcomes		Monitoring objectives	Types of monitoring
<b>Capacity building</b>		<ul style="list-style-type: none"> <li>• Increase community education and awareness</li> <li>• Increased community skills</li> <li>• Planning at the property scale</li> </ul>	All types of monitoring
Natural resource condition	<b>Water quality</b>	<ul style="list-style-type: none"> <li>• Assess current condition of waterway</li> </ul>	Snapshot assessment
		<ul style="list-style-type: none"> <li>• Establish baseline values for the waterway</li> <li>• Monitor trends through time – both natural and human-driven variation over time</li> <li>• Detect any pollution events or pest species outbreaks</li> <li>• Develop local water quality guidelines</li> </ul>	Baseline condition and trend (ongoing) monitoring
		<ul style="list-style-type: none"> <li>• Estimate the effect of an event such as rainfall on water quality – may include sediment, nutrient and salt inputs (loads) during high flow events</li> </ul>	Event monitoring – may include a number of samples during and after the event
		<ul style="list-style-type: none"> <li>• Assess impact of a land use or a pollution source</li> </ul>	Impact assessment
		<ul style="list-style-type: none"> <li>• Assess effectiveness of a management action</li> </ul>	Restoration assessment
		<ul style="list-style-type: none"> <li>• Investigate causes of a particular water quality or river health issue</li> </ul>	Investigative studies using a variety of assessments
	<b>Aquatic ecosystems</b>	<ul style="list-style-type: none"> <li>• Aquatic biodiversity</li> <li>• Ecosystem health</li> </ul>	<ul style="list-style-type: none"> <li>• Water bug surveys</li> <li>• Frog/waterbird survey</li> <li>• In-stream habitat assessment</li> </ul>
	<b>Riparian vegetation</b>	<ul style="list-style-type: none"> <li>• Assess riparian condition</li> <li>• Identify priority sites for investment/management</li> <li>• Assess impacts of management changes</li> <li>• Assess impacts of on-ground works</li> </ul>	Riparian condition assessments

## 9.2 General tips and checklist for selecting a site



### Is the site suitable for field testing?

- ☐ an open flat area to lay out testing equipment
- ☐ shade trees
- ☐ easy and safe access to flowing water
- ☐ shallow water for biological surveys
- ☐ accessible all year round
- ☐ at least 100 metres downstream of any drain
- ☐ above tidal influence (unless estuarine water is targeted)
- ☐ upstream of where the creek enters another waterway, if applicable.

### Is the site representative of the stream?

- ☐ has typical features of waterways in the area
- ☐ includes a variety of habitats
- ☐ contains areas of different land-use types that are representative of the area.

### Reference sites for baseline monitoring

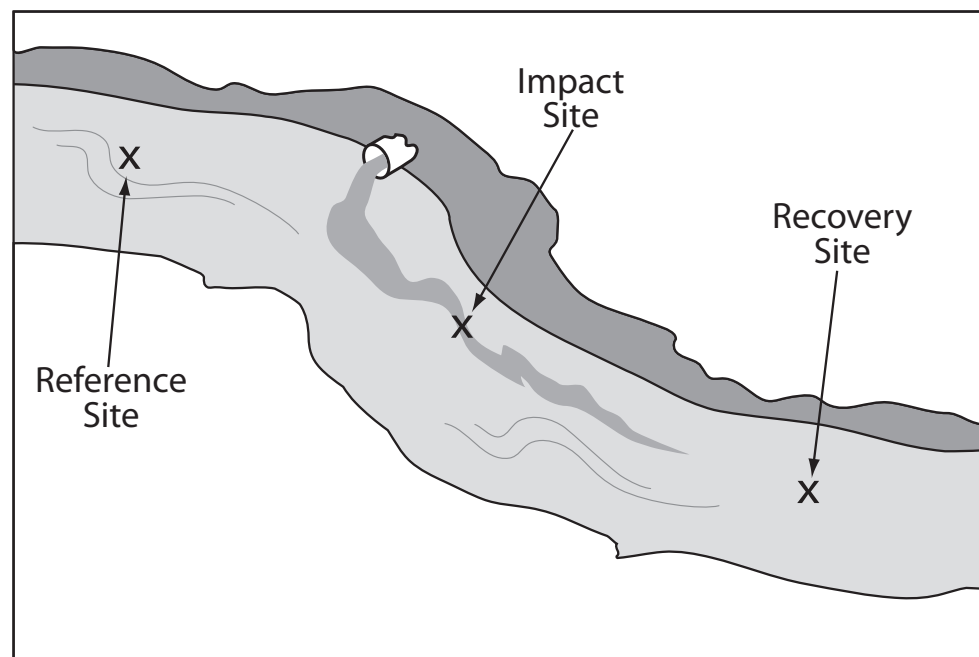
Sites should represent the typical conditions in the catchment:

- ☐ have similar shape and geology to the sites selected for comparison purposes
- ☐ be at least 50 metres upstream and 300 metres downstream of dams, pumps and other diversions of flow
- ☐ be upstream from identified pollution sources.

## Point source pollution

To monitor the effect of pollutants entering from a single source, such as stormwater drains, livestock feedlot runoff points, factories, mining operations, septic tank systems and sewage treatment plants:

- ☐ sample 50 metres upstream of the pollution source (reference site)
- ☐ sample 50 metres downstream from discharge points (impact site)
- ☐ sample additional sites downstream to determine how far the pollution extends (recovery sites).



## Diffuse source pollution

To monitor the contribution of pollutants to streams across a wide area, e.g. farmland, golf courses, residential areas, industrial areas:

- ☐ sample well upstream as close as possible to natural conditions
- ☐ sample within the affected area
- ☐ sample just downstream of the affected area
- ☐ sample more sites downstream to determine the extent of the impact.

## Macroinvertebrate sampling

Sites for macroinvertebrate collection should be:

- ☐ shallow riffle areas less than knee deep
- ☐ variety of habitats
- ☐ fringing vegetation in the riparian zone
- ☐ slow moving water.

Adapted from *Waterwatch Tasmania Manual 2003*



## 9.3 Monitoring skills checklist

Training is important to ensure that the group has the skills to gather quality assured (QA) data. Training will include all aspects of monitoring, including the management of data.

For the checklist below, tick the boxes to identify key areas of competency and the gaps where training is required.

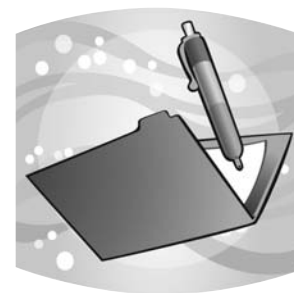
Contact Waterwatch if your Waterwatch group requires training or retraining in any of the key areas identified below.



Yes	No	Key competencies
<input type="checkbox"/>	<input type="checkbox"/>	<b>Monitoring plan</b> Use the basic questions to design a monitoring plan. This will establish what aspects will be monitored and the level of training required.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Sampling techniques</b> Training will include: sampling techniques, sample bottle cleaning, correct sampling procedures for different parameters, e.g. macroinvertebrate edge sampling, preservation of chemicals and other sampling techniques.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Physical, chemical and biological parameters</b> Training involves the procedures and methods for all parameters being tested by monitoring groups. Training includes why testing is occurring at the site, what is being measured, QA/QC, field methods, identification of macroinvertebrates, habitat surveys, factors influencing the parameters and safety aspects. As the group's skills develop or as the monitoring plan changes, retraining may be required.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Use and care of field equipment</b> Hands-on training for the correct use of field equipment, including equipment calibration, equipment care and troubleshooting.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Recording of data</b> Standard data sheets are provided to ensure all information is recorded and in a format for entry on the Waterwatch online database. This will include training in how to record data and the correct reporting units.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Data management</b> Your group will be trained to upload data to the Waterwatch online database. Groups that do not have access to the internet can seek the assistance of the Waterwatch Coordinator.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Data analysis and interpretation</b> Your Waterwatch Coordinator will discuss how to analyse the data and interpret the results against known standards, such as the <i>ANZECC Guidelines 2000</i> for your site location within the catchment.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Sharing the results</b> Your monitoring group can use the data to enhance community education, awareness and community engagement. This may involve sharing your results with other organisations, such as CMAs, local government and others, to identify actions to improve catchment health. Your group will require skills in writing reports and articles for the media.

## 9.4 Waterwatch group training log

Keep a record of training provided to your group in this training log.



Group name: .....

Contact name: .....

Address: .....

Phone: .....

Fax: .....

Email: .....

Date	Name of trainer	Names of trainees	Parameters (please tick)
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition



Date	Name of trainer	Names of trainees	Parameters (please tick)
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition
			<input type="checkbox"/> Physical tests – turbidity, temperature, pH, EC <input type="checkbox"/> Chemical tests – phosphates, DO <input type="checkbox"/> Biological – faecal coliforms/ <i>E. coli</i> <input type="checkbox"/> Macroinvertebrates <input type="checkbox"/> Riparian condition



## 9.5 OH&S Risk Management Plan template

Please note: Site hazards change over time at the same site. Complete a risk assessment and priority **each time** a Waterwatch monitoring activity occurs at a site.

<b>Group name:</b> <b>Location:</b> <b>Date of monitoring:</b>	<b>Group coordinator:</b> <b>Contact numbers:</b> <b>Special needs:</b>			<b>Who?</b>
	<b>Assessed risk level</b> (see matrix, next page)	<b>Risk management plan – Management/control measures</b> Teachers should ensure they follow the OH&S policy of the school, plus:		
<b>Hazard/risk identification</b> Preliminary site inspection and assessment completed Date:		Mobile phone and first aid kit carried in support vehicle and emergency numbers provided to school office staff with whereabouts known and expected time of return.		
<b>General: all emergencies</b>		• Checking, warning, avoidance. Protection and shelter. • <b>Cold weather</b> – students take warm clothing. • <b>Sun</b> – appropriate clothing, hat, sunscreen and water bottle. • <b>Extreme weather</b> – alternative sheltered location, checking, warning.		
<b>Environmental hazards: weather</b> <ul style="list-style-type: none"> <li>cold weather</li> <li>heat, UV rays</li> <li>extreme weather events, e.g. wind, storms, flash flooding</li> </ul>				
<b>Environmental hazards: insect/plant/animal</b> <ul style="list-style-type: none"> <li>snakes</li> <li>mosquitoes and insect pests</li> <li>trees and branches in windy conditions</li> </ul>		• Warnings issued. Check sites. Avoid high risk sites. • Insect repellent, sunscreen and water at each site. • Checking trees, warnings and alternative venue.		
<b>Site surface and dangerous objects</b> <ul style="list-style-type: none"> <li>needles, broken glass</li> <li>rough or uneven terrain – slipping, tripping, grazes and sprains</li> </ul>		• Site check, explicit instructions prior to activities, sharps container. • Wear enclosed, sturdy footwear.		

<b>Hazard/risk identification</b> Preliminary site inspection and assessment completed Date:	<b>Assessed risk level</b> (see matrix, next page)	<b>Risk management plan – Management/control measures</b> Teachers should ensure they follow the OH&S policy of the school, plus:	<b>Who?</b>																
<b>Students: personal</b> <ul style="list-style-type: none"> <li>• poor student behaviour</li> <li>• existing medical conditions</li> <li>• allergic reactions</li> </ul>		Teachers should ensure that: <ul style="list-style-type: none"> <li>• students behave in an appropriate manner</li> <li>• information about student medical conditions is known</li> <li>• preparation is made for essential emergency treatment.</li> </ul>																	
<b>Water testing activities</b> (cross out if it does not apply) <ul style="list-style-type: none"> <li>• use of chemicals</li> <li>• use of equipment</li> <li>• carrying equipment, e.g. poles</li> </ul>		<ul style="list-style-type: none"> <li>• Explicit instructions prior to activities.</li> <li>• Close supervision of students.</li> <li>• Students provided with safety equipment – rubber gloves and safety glasses.</li> <li>• Carry poles horizontally.</li> </ul>																	
<b>Proximity to water</b> <ul style="list-style-type: none"> <li>• drowning</li> <li>• health issues – dirty water, mud and sediment</li> </ul>		<ul style="list-style-type: none"> <li>• Close supervision, no swimming, work with a buddy.</li> <li>• Wash hands thoroughly after contact with water.</li> <li>• Gloves on request.</li> </ul>																	
<b>Risk assessment matrix</b>																			
		<b>How likely is it to be serious?</b>																	
		<b>How serious could the injury be?</b>	<table border="1"> <thead> <tr> <th>Very likely</th> <th>Likely</th> <th>Unlikely</th> <th>Very unlikely</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </tbody> </table>	Very likely	Likely	Unlikely	Very unlikely	1	2	3	4	2	3	4	5	3	4	5	6
Very likely	Likely	Unlikely	Very unlikely																
1	2	3	4																
2	3	4	5																
3	4	5	6																
Death or permanent disability	1	2	3																
Long-term illness or serious injury	1	2	3																
Medical attention and several days off	2	3	4																
First aid needed	3	4	5																

Note: Risk management for this activity is the responsibility of the school and teachers from the school.

 Consultation with Principal/Senior Teacher prior to monitoring:  
 Date: \_\_\_\_\_  
 Consulted with (signature) \_\_\_\_\_

Persons exposed to risk: Attach list of participants and students with special needs.

## 9.6 Student welfare information form template



### Student welfare information

(to be provided to Waterwatch Coordinator if special needs are not known)

Please list the names (**first name only**) of students attending a training workshop who may have welfare concerns or special needs. This information will assist the Waterwatch Coordinator to ensure the safe management of students.

- Students who have asthma, allergies, diabetes or other medical conditions.
- Students with physical disabilities such as broken limbs or who use wheelchairs.
- Students with behaviour concerns.

(This information will be kept confidential and the information returned to the supervising teacher or destroyed after the event.)

Note: Management of the overall safety and behaviour of students is the responsibility of the teacher in attendance at all times.

Name of group: ..... Date: .....

First name of student	Welfare concern/Special needs

Teacher signature: .....

#### RISK MANAGEMENT RESPONSIBILITIES FOR STUDENT PARTICIPATION:

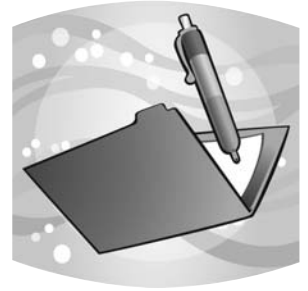
**Summer:** students will need water bottles, hats, sunscreen, enclosed shoes (no sandals/thongs).

**Winter:** students will need hats, sunscreen, enclosed shoes (no sandals/thongs) and warm clothing.

**Medication:** please bring medication for students with asthma, allergies, diabetes and other medical conditions.

**Behaviour:** it is the teacher's responsibility to ensure that students work with other students and that their behaviour does not endanger others.

## 9.7 Parent/guardian permission to use photographs letter template



Dear Parent/Guardian,

Your son/daughter/person in care is involved in Waterwatch activities as part of the school curriculum.

Waterwatch NSW has a commitment to promoting the efforts of young people in environmental activities, and seeks your permission to use photographs and/or student work in publications and/or on the internet to promote and raise awareness of student involvement in local environments.

Please nominate your consent and return this form to <teacher> at <school>.

---

I hereby do / do not (delete one) consent to photographs and/or student work of my son/daughter/person in care, being used in any publications, reports or promotional materials produced by NSW Waterwatch or host agencies and organisations. Waterwatch NSW may / may not use the photographs produced in various forms of media, including digital and electronic media.

For more information please discuss this with the class teacher or the Waterwatch Coordinator.

Name: .....

Signed: .....

(Parent/Guardian)

Name: .....

Signed: .....

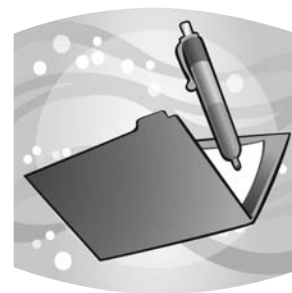
(Student)

School: .....

Date: .....



## 9.8 Fieldwork checklist for water quality testing



Date: .....

Class: .....

Item	Checked
<b>TEACHER ORGANISATION</b>	
Permission notes	<input type="checkbox"/>
Class list	<input type="checkbox"/>
Special needs student list	<input type="checkbox"/>
Risk assessment sheet for completion	<input type="checkbox"/>
Buses (if applicable)	<input type="checkbox"/>
First aid kit	<input type="checkbox"/>
Sunscreen	<input type="checkbox"/>
Student medications	<input type="checkbox"/>
Mobile phone	<input type="checkbox"/>
<b>STUDENTS' CLOTHING</b>	
Hats	<input type="checkbox"/>
Closed-toe shoes	<input type="checkbox"/>
Water (drinking and washing)	<input type="checkbox"/>
<b>FIELD EQUIPMENT</b>	
Waterwatch kit	<input type="checkbox"/>
<i>Waterwatch Field Manual</i>	<input type="checkbox"/>
Waterwatch procedure sheets (laminated)	<input type="checkbox"/>
Sampling pole	<input type="checkbox"/>
Waste bag	<input type="checkbox"/>
Deionised water	<input type="checkbox"/>
<b>Accessories box</b>	<input type="checkbox"/>
Waste container	<input type="checkbox"/>
Paper towels	<input type="checkbox"/>
Available phosphate filters	<input type="checkbox"/>
Available phosphate syringe	<input type="checkbox"/>



Item	Checked
<b>FIELD EQUIPMENT</b> <i>(continued)</i>	
Plastic specimen tubes	<input type="checkbox"/>
Safety glasses	<input type="checkbox"/>
Latex gloves	<input type="checkbox"/>
Spare chemicals	<input type="checkbox"/>
Spare syringes	<input type="checkbox"/>
<b>Materials</b>	
Deionised/distilled water	<input type="checkbox"/>
Wash bottles	<input type="checkbox"/>
Plastic sample bottles	<input type="checkbox"/>
Calibration solution	<input type="checkbox"/>
<b>RECORDING EQUIPMENT</b>	
Camera	<input type="checkbox"/>
Pencil case	<input type="checkbox"/>
Marker pens	<input type="checkbox"/>
Folder of result sheets and information	<input type="checkbox"/>
Clipboards	<input type="checkbox"/>



## 9.9 Fieldwork checklist for a water bug survey



Date: .....

Class: .....

Item	Checked
<b>TEACHER ORGANISATION</b>	
Permission notes	<input type="checkbox"/>
Class list	<input type="checkbox"/>
Special needs student list	<input type="checkbox"/>
Risk assessment sheet for completion	<input type="checkbox"/>
Buses (if applicable)	<input type="checkbox"/>
First aid kit	<input type="checkbox"/>
Sunscreen	<input type="checkbox"/>
Student medications	<input type="checkbox"/>
Mobile phone	<input type="checkbox"/>
<b>STUDENTS' CLOTHING</b>	
Hats	<input type="checkbox"/>
Closed-toe shoes	<input type="checkbox"/>
Water (drinking and washing)	<input type="checkbox"/>
<b>FIELD EQUIPMENT</b>	
Bucket	<input type="checkbox"/>
Large trays	<input type="checkbox"/>
Ice cube trays	<input type="checkbox"/>
Plastic teaspoons, pipettes, paintbrushes	<input type="checkbox"/>
Magnifying glass (optional)	<input type="checkbox"/>
Macro nets	<input type="checkbox"/>

Item	Checked
<b>RECORDING AND ID SHEETS</b>	
Pencil case	<input type="checkbox"/>
Marker pens	<input type="checkbox"/>
Folder of result sheets and information	<input type="checkbox"/>
Clipboards	<input type="checkbox"/>
Camera	<input type="checkbox"/>
Bug identification sheets (laminated)	<input type="checkbox"/>
<i>Gambusia</i> information sheet	<input type="checkbox"/>





# SECTION 10



## Waterwatch OH&S policy

*Waterwatch groups have a number of identified Occupational Health and Safety (OH&S) risks. NSW Waterwatch is committed to reducing risks to students involved in community monitoring. This section contains important information to assist teachers to reduce risks.*

*Included in this section:*

	<i>Page</i>
10.1 Responsibilities and management of OH&S issues	10-2
10.2 Risk assessment	10-3
10.3 Risk management	10-4
10.4 Waterwatch kits	10-6
10.5 Chemical storage and use	10-7



## 10.1 Responsibilities and management of OH&S issues



The following table outlines the responsibilities and risk management procedures related to Waterwatch.

Responsibilities	Risk management
1. OH&S responsibilities of NSW Waterwatch and host agencies	<ul style="list-style-type: none"> <li>Providing training to groups in OH&amp;S relevant to the Waterwatch group.</li> </ul>
2. Identify hazards	<ul style="list-style-type: none"> <li>Waterwatch protocols regarding water testing risks – site and chemical usage.</li> <li>Monitoring risk assessment pro forma included.</li> <li>Discussions with groups to identify specific learning needs and actions to minimise risk – access to site for disabled participants – recorded on log.</li> </ul>
3. Assessing risks	<ul style="list-style-type: none"> <li>Identify hazard (risk assessment)</li> <li>Using the risk score assessment matrix, determine the priority action.</li> </ul>
4. Develop and Implement actions	<ul style="list-style-type: none"> <li>From the risk score assessment matrix, calculate a risk score.</li> <li>Identify the actions necessary to eliminate or control the risk.</li> <li>Complete the risk assessments and store in a safe office space.</li> </ul>
5. OH&S requirements	<ul style="list-style-type: none"> <li>The Waterwatch field manual contains the personal protective equipment (PPE) and other OH&amp;S recommendations for the program</li> <li>Within the manual, participant OH&amp;S requirements are identified.</li> <li>Training is provided on how to incorporate OH&amp;S into water testing activities to ensure safety when using chemicals.</li> </ul>
6. Monitor OH&S arrangements	<ul style="list-style-type: none"> <li>Incident reporting sheets completed.</li> <li>From incidents reported, the hazard assessments are reviewed and updated.</li> <li>A record of the latest version is dated and included on the assessment sheets.</li> </ul>

## 10.2 Risk assessment

A risk assessment is required **each** time monitoring takes place.

The purpose of a risk assessment is to:

- identify potential hazards that staff and students may be exposed to
- assess the level of risk associated with the hazard
- implement and enforce corrective measures to eliminate/control or reduce the level of risk of hazards according to the hierarchy of controls (write a work method statement where necessary)
- review risk assessment and evaluation of the effectiveness of the corrective measures.



Participants should be aware of the following risks:

What can harm you – potential hazards	What can happen – outcomes/consequences
• UV radiation (sunlight)	• Sunburn
• Walking on uneven ground	• Slip, trip fall
• Unstable riverbanks/steep banks	• Slip, trip fall
• Water hazards	• Drowning, water contamination and impact on hygiene
• Vegetation – long grass, weeds	• Rashes/cuts
• Fencing – barbed wire, star pickets, electric fences	• Injury related to hazard: cuts and scratches
• Hazardous objects/syringes	• Needle stick injury
• Hot/cold weather	• Exposure to the elements
• Outdoor environment – snakes, insects, spiders, water	• Bites and stings; falling in/drowning
• Carrying equipment – long poles	• Electrocuting from power lines/electric fences
• Travel, transport, public places	• Accidents travelling to site; strangers in public places such as toilets



## 10.3 Risk management



It is the responsibility of the teacher in charge of the group to ensure the following action is taken:

- A risk assessment is completed **each time** the site is visited using the pro forma provided in Section 3.1, as conditions may change over time.
- A student list is compiled for each field event. A list of students will identify students with welfare issues such as allergies, broken limbs, wheelchairs.
- The supervising teacher will mark off and confirm a list of students who are actually present before and after the event.
- As a group, students are to be warned of the risks at the site, and have safety procedures and the importance of 'looking after each other' explained to them. This warning will cover the following issues.

### Water hazards

- Always have a buddy for safety when collecting a sample.
- Develop procedures in the event of flash flooding and/or sudden stormwater discharges.
- Teachers are to undertake an assessment of the site to familiarise themselves with the site and the surrounding local environment and conditions.
- Beware of water quality contamination and personal hygiene and protection.
- Handle water samples as little as possible. Hands should be washed after sampling.

### Mosquitoes

- Teachers will ensure that mosquito repellent is provided and used at all Waterwatch events and activities in accordance with school policies.

### Sun sense

- Sunscreen will be provided at all Waterwatch events and activities.
- Hats are to be worn at field locations.

### Syringes

In areas where this is a recognised risk:

- a sharps container and gloves for collecting syringes will be carried by the teacher
- only teachers are to handle needles and syringes and the sharps container
- if a student locates a needle or syringe, they are not to touch it and must notify the teacher immediately for collection and disposal into the sharps container.

### Wildlife hazards (snakes, spiders)

- A general warning will be given about potential hazards which may arise depending on the site.
- Teachers must carry a first aid kit at all times.
- Students are not to lift logs or rocks, or put their limbs into hollows.





### **Safety in public places**

- The buddy system will be in place for visiting toilets and other public places.
- Provide warnings to students about interacting with people apart from those involved in the training session.

### **Clothing and footwear**

- Students will be required to wear closed-toe footwear and appropriate clothing in the field.

### **First aid**

- First aid kits will be fully stocked and taken on all field trips.
- Clean water will be available for dealing with spills or chemical contact.
- A mobile phone will be available on all field trips.

### **Permission**

- All students attending Waterwatch events will have permission from their school and from their parents in accordance with their school's policy.

### **Bus transportation and road safety**

- Teachers will supervise and direct students with regard to road safety and bus transportation to minimise hazards.



## 10.4 Waterwatch Kits

New kits should contain:

- appropriate material safety data sheets (MSDS)
- safety instructions for the use of the kit.

Waterwatch kits used by high schools and community groups contain dangerous chemicals:

- sulfuric acid
- sodium hydroxide
- sodium azide
- sodium thiosulfate
- ammonium molybdate
- other hazardous chemicals.

If a spill or skin contact occurs use lots of water and remove contaminated clothing.

Notify coordinators immediately of any such incident.



### Use of kits

Waterwatch kits require the use of personal protective equipment (PPE), such as gloves and safety goggles.

This kit must only be used by trained personnel and safety signage is to be displayed in storage areas:



**The Waterwatch kit contains hazardous chemicals.**

Please ensure you are fully trained and have the necessary OH&S documentation and appropriate MSDS.

Copies of relevant MSDS are provided in the *Waterwatch Field Manual*.



## 10.5 Chemical storage and use



Participants should be aware of the following potential risks:

What can harm you – potential hazards	What can happen – outcomes/consequences
<b>Use of chemicals</b> <ul style="list-style-type: none"> <li>Use of acids/chemicals</li> <li>Explosion caused by chemical reaction</li> </ul>	<ul style="list-style-type: none"> <li>Skin burns from spillage or explosion</li> <li>Can destroy clothing</li> </ul>
<b>Storage of chemicals</b> <ul style="list-style-type: none"> <li>Chemical storage near food, in light, or in unsecured locations</li> <li>Lack of signage</li> </ul>	<ul style="list-style-type: none"> <li>Contaminate food</li> <li>Fall into the hands of children</li> <li>Burns, improper disposal, contamination</li> </ul>
<b>Environmental hazards</b> Participants have a responsibility to ensure that chemicals are disposed of safely (into sewer or septic system)	<ul style="list-style-type: none"> <li>Chemicals can contaminate the environment</li> </ul>

### Awareness of chemicals and storage

- Ensure MSDS documentation is available for the kit used by your group.
- Signage for the kit and the storage area should indicate that Waterwatch kits contain hazardous chemicals and should be appropriately stored.
- Make sure all people using kits are fully trained.

### Testing procedures

- Gloves and goggles are to be worn at all times when handling chemicals and equipment.
- Read the health and safety sections of the *Waterwatch Field Manual*.
- Follow the testing procedures in the field manual closely.

**Disposal of waste** – all waste should be collected in separate solid and liquid waste containers. Solid waste is to be disposed of into a garbage bin and liquid waste into the sewerage system.

**Supply of water** – is needed for rinsing equipment and for use in the event of a spill. Use only deionised water to rinse testing equipment.



## Storage of kits and chemicals

### Kits

- OH&S kit labels are required.
- Kits should be stored in a cool place.
- Store kits flat with top side up.
- If chemicals are stored in the kit the storage information below also applies.

### Chemicals and MSDS documentation

- An inventory is required of all chemicals stored in the storeroom or cupboard.
- All chemicals are to be kept in the lockable cupboard if refrigeration is not required.
- Store chemicals away from food.
- Check the dates on chemicals and dispose of out-of-date chemicals safely.
- MSDS documentation to be kept in the cupboard and displayed in the storeroom.



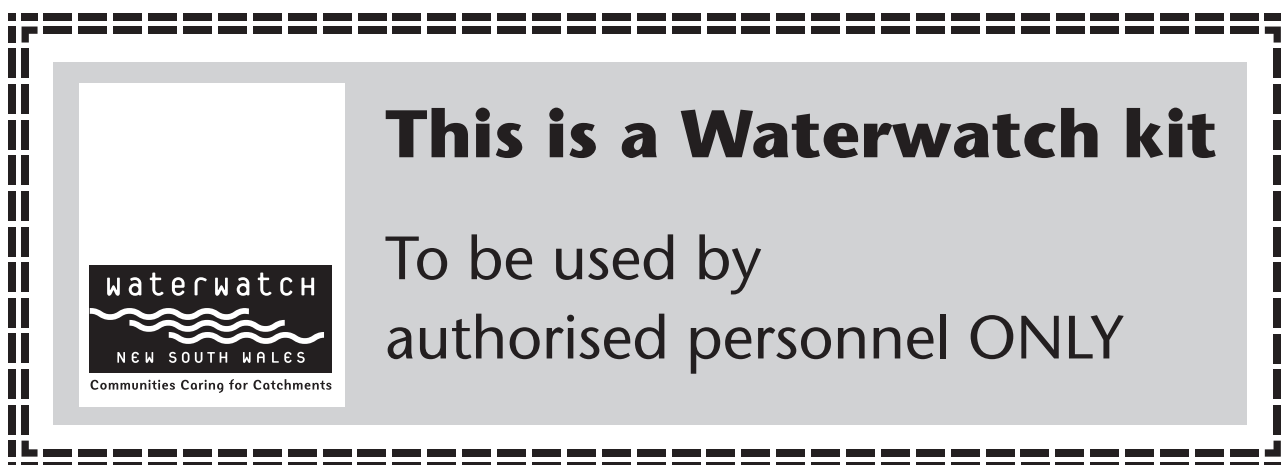
If MSDS sheets are lost, new sheets can be obtained from the Vendart website: [www.vendart.com](http://www.vendart.com)

### Reducing environmental hazards of chemical use

- Carry a liquid and a solid waste container.
- Dispose of waste safely, away from the site.
- Dispose of liquid waste into the sewerage system.
- Dispose of solid wastes into a garbage bin (do not recycle).
- Never dispose of chemicals into the environment.

### Signage

Ensure your Waterwatch kit is clearly marked for authorised used only:



Groups will be provided with updates of OH&S requirements and chemical handling and testing procedures as these occur.

---

## SECTION 11



### Curriculum links

*The Waterwatch program assists teachers to involve students in local environmental issues by linking activities to their local waterway. This provides meaning and purpose to their studies while promoting the care and sustainable management of our natural resources in the home, at school and in the catchment.*

*Waterwatch supports schools that are committed to integrating environmental studies within the curriculum. A dedicated booklet has been created which outlines the many ways in which student participation in the Waterwatch program can be linked to curriculum outcomes.*

*The Waterwatch Curriculum Links booklet is available from your Waterwatch Coordinator or can be downloaded from the Waterwatch website: [www.waterwatch.nsw.gov.au](http://www.waterwatch.nsw.gov.au).*

*Included in the Waterwatch Curriculum Links booklet:*

*Environmental Education Policy for Schools*

*Australian Sustainable Schools Initiative (AuSSI)*

*NSW Quality Teaching Model*

*Science curriculum outcomes*

*Agriculture curriculum outcomes*

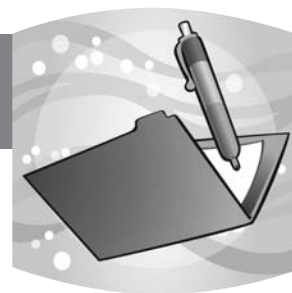
*Geography curriculum outcomes*





# SECTION 12

## Glossary



<b>Accuracy</b>	how close the sampling result is to the true value – can be assessed by analysis of prepared standards from different sources – is most affected by the equipment and the procedures used
<b>Acid</b>	a substance that releases positive hydrogen ion in solution – acidic solutions have a pH of less than 7
<b>Acid sulfate soils</b>	soils containing iron sulfides, found in low-lying waterlogged areas, generally less than 5 metres above sea level – when exposed to air, as can occur when drained, these sulfides oxidise to produce sulfuric acid, hence the name acid sulfate soils
<b>Acid wash</b>	a weak solution of hydrochloric acid used to wash colorimeter bottles
<b>Action plan</b>	a plan that identifies a goal and the steps required to reach this goal or objective
<b>Aerial photograph</b>	a photograph of the land taken from the air
<b>Aerobic</b>	organisms and processes that require oxygen
<b>Algal blooms</b>	extensive growth of algae in a body of water, which occurs due to climatic conditions or as a result of excess nutrients in the water
<b>Alkalinity</b>	the presence of bicarbonates, carbonates and occasionally borates, silicates and phosphates – a solution with a pH below about 5 contains no alkalinity
<b>Anaerobic</b>	living or occurring without oxygen
<b>Anoxic</b>	conditions where there is no oxygen
<b>ANZECC Guidelines</b>	Australian and New Zealand Environment Conservation Council guidelines for fresh and marine water quality
<b>Aquatic</b>	something that lives in water
<b>Aquatic ecosystems</b>	groups of plants and animals that live in water
<b>Arable</b>	land suitable for the production of crops
<b>Assemblage</b>	a number of species that live together in one area or habitat
<b>Autoclave</b>	an apparatus used to sterilise objects by means of steam under pressure
<b>Available phosphate</b>	a measure of the phosphate compounds that are soluble in water and therefore available to be absorbed by plants
<b>Bank</b>	sloping ground beside a river, stream or lake
<b>Bank vegetation</b>	plants that live on the sloping ground beside a river

<b>Base flow</b>	water that has infiltrated the soil and meets groundwater which seeps into a creek
<b>Baseline monitoring</b>	collecting data against which other data can be compared
<b>Basin</b>	the total area of land drained by a river and its tributaries
<b>Belt transect</b>	a transect where a quadrat frame lies against a transect line at regular intervals – permits a closer look at species composition within a quadrat
<b>Benthic invertebrates</b>	invertebrates that live in the bottom layer of a waterway
<b>Best Management Practices (BMPs)</b>	a monitoring activity that follows practices and procedures to ensure the best results relative to the constraints of the monitoring program
<b>Biochemical oxygen demand</b>	the amount of dissolved oxygen required for aerobic organisms to break down organic matter in a volume of water – an estimate of organic load in water samples
<b>Biodegradable</b>	compounds and materials capable of being decomposed by micro-organisms
<b>Biodiversity</b>	the variety of all plants, animals and micro-organisms in an ecosystem, biome, or the entire Earth
<b>Biomass</b>	the total mass of living material existing at a given time in a specified area – measured as live or dry weight per unit area
<b>Biota</b>	living plant and animal life
<b>Bird's eye view map</b>	a sketch map drawn as if features were viewed from above
<b>Brackish</b>	water that is slightly salty
<b>Buffer zone</b>	an area of plant groundcover that minimises runoff and erosion
<b>Calibrate</b>	to check and set the accuracy of an instrument such as an EC meter
<b>Calibration standard</b>	solutions of known concentration used to calibrate a meter before running a test
<b>Capacity building</b>	the process of building awareness, skills, knowledge, motivation, commitment and confidence
<b>Carnivore</b>	an animal that feeds on other animals
<b>Catchment</b>	a natural drainage basin where all runoff water flows to a low point
<b>Catchment Management Authorities</b>	NSW Government organisations established to set local priorities in natural resource management by the development of catchment action plans
<b>Catchment stress</b>	a measurement of how much a stream or waterway has changed from its natural physical state
<b>Chemical impact</b>	the effect of the chemical composition of water on human use and ecosystem functioning
<b>Clarity (water)</b>	the clearness of water
<b>Climate change</b>	the changes occurring in weather, temperature and rainfall at a site over a long period of time

---





<b>Coastal stream</b>	a stream that flows directly from its source to the ocean
<b>Colorimeter</b>	a piece of equipment used to measure water quality by comparing the colour change between an untreated and chemically treated sample, for a particular parameter, by shining light through it
<b>Colorimeter tubes</b>	the glass bottles containing sample water and/or chemicals inserted into a colorimeter
<b>Community</b>	an assemblage of organisms characterised by a distinctive combination of species occupying a common environment and interacting with one another
<b>Community monitoring</b>	information collected by the community about the health of their local ecosystem – may include both quantitative and qualitative assessments
<b>Consistency</b>	the ability to repeat a procedure many times and obtain the same result
<b>Corrode</b>	to wear away or destroy gradually, such as the impact of salt on objects
<b>Data</b>	numerical value or facts of any kind
<b>Data confidence</b>	the reliability of data as demonstrated by testing quality control samples – quality control results that fall within the designated tolerable error range for a parameter indicate that the monitoring data collected by a group can be treated with a high level of confidence
<b>Data confidence program</b>	the total integrated program for assuring the reliability and accuracy of monitoring data – includes quality control procedures
<b>Decomposition</b>	the breakdown of organic materials by micro-organisms
<b>Deionised water</b>	water that has had all the ions (atoms and molecules) other than hydrogen and oxygen removed
<b>Detection limit</b>	the lowest concentration that your equipment will report on accurately
<b>Detritus</b>	small pieces of dead and decomposing plants and animals
<b>Dilute</b>	to make less concentrated
<b>Dilution factor</b>	the amount by which a sample is diluted – the number of parts of deionised water plus the number of parts of sample water
<b>Discharge area</b>	an area where groundwater reaches the soil surface
<b>Dissolved oxygen</b>	the volume of oxygen that is contained in water
<b>Dissolved oxygen % saturation</b>	the relationship between the amount of oxygen in the water relative to the temperature of the water
<b>Distilled water</b>	pure water, free from dissolved salts
<b>Dual range EC meter</b>	an EC meter that can measure both high levels (mS/cm) and low levels (µS/cm) of electrical conductivity
<b><i>E. coli</i></b>	a species of bacteria in the faecal coliform group found in the intestines of animals and humans in large numbers – its presence in water indicates fresh faecal contamination



<b>EC</b>	abbreviation of electrical conductivity
<b>EC meter</b>	a meter that measures salinity by passing an electrical current through the water sample
<b>Ecosystem</b>	a community of living organisms and their non-living (abiotic) environment, functioning as one system, e.g. a river
<b>Ecosystem condition</b>	the current or desired status of health of an ecosystem, as affected by human disturbance
<b>Ecosystem integrity</b>	the health or condition of an ecosystem
<b>Effluent</b>	liquid flowing out
<b>Electrical conductivity</b>	the ability of a water or soil solution to conduct an electric current
<b>Electrode of EC meter</b>	the conductor through which an electric current enters or leaves an electrolytic cell, electric arc, electric valve or tube
<b>Emergent plants</b>	water plants that have their leaves above the water level
<b>Environment</b>	the sum total of all influences acting on an organism
<b>Ephemeral stream</b>	a stream that flows only for a short time
<b>Estuaries</b>	coastal bodies of water, typically at the mouth of a river, which are open to the sea, allowing fresh water from inland to mix with salt water from the sea
<b>Eutrophication</b>	the enrichment of a water body by inorganic plant nutrients – may occur naturally or may be accelerated by human activities (e.g. fertilisers or sewage disposal) – can lead to algal blooms
<b>Evaporation</b>	the change of state from a liquid to a gas
<b>Event-based monitoring</b>	monitoring that takes place after a certain event, which may be natural, such as rainfall, or a human activity
<b>Exotic species</b>	introduced, non-native species
<b>Faecal coliform</b>	naturally occurring bacteria found in the intestines of all warm blooded animals (including humans) and birds
<b>Fauna</b>	the animal life inhabiting a particular area or environment
<b>Feedlot</b>	an intensive method of raising animals in a confined area
<b>Fertiliser</b>	any substance, natural or manufactured, which is added to the soil to supply nutrients for plant growth
<b>Field replicate samples</b>	a duplicate sample that is collected at the same time and place – used to measure precision of sampling and analysis
<b>Filamentous</b>	the plant body of some types of algae, made up of thread-like rows of similar cells
<b>Filter feeder</b>	any marine or freshwater animal that feeds on microscopic organisms by using a filtering mechanism to trap particles out of water

---



<b>Fish kill</b>	the sudden death of fish, usually due to the introduction of pollution and/or the severe reduction in dissolved oxygen concentrations in the water body
<b>Floating plants</b>	plants that grow on the water's surface
<b>Flocculation</b>	a process whereby small particles in a liquid stick together to form clusters
<b>Flood plain</b>	the flat part of the valley bordering a river resulting from the deposition of silt during times of flood
<b>Fluvial</b>	belonging to or produced by a river
<b>Food chain</b>	a chain of organisms through which energy is transferred – each organism feeds on and obtains energy from the organism preceding it and in turn is eaten by and provides energy for the one following it (e.g. plant eaten by herbivore, then herbivore eaten by carnivore)
<b>GPS</b>	global positioning system that can be used to identify site location in latitude and longitude
<b>Grazer/scrapper</b>	an animal that consumes algae and other material on the surface of submerged plants
<b>Groundwater</b>	water found and stored beneath the surface of the land
<b>Gullying</b>	a type of soil erosion caused by water continuously cutting channels on hillsides
<b>Habitat</b>	a place which provides suitable shelter and food for an organism
<b>Headwaters</b>	the upper tributaries of a river
<b>Heavy metals</b>	elements that can contaminate water and sediment, causing damage to some forms of life
<b>Herbivore</b>	an animal that feeds solely on plant matter
<b>High range EC meter</b>	an EC meter that can measure high levels of electrical conductivity (mS/cm)
<b>Hydrology</b>	an applied science concerned with the water cycle, which includes precipitation, runoff or infiltration, storage and evaporation
<b>Impact monitoring</b>	monitoring specifically to measure the result of an activity
<b>Impact site</b>	a site located immediately downstream of a pollution source
<b>Impervious surface</b>	a surface that does not allow water to soak in or infiltrate, e.g. asphalt
<b>Incubator</b>	an apparatus in which bacteria, etc. are grown at a suitable temperature
<b>Indicators</b>	key measures that summarise the condition, trends and changes in the health of a waterway and the environment
<b>Indigenous</b>	originating in a particular region or country
<b>Invertebrate</b>	an organism that has no backbone
<b>Irrigation</b>	the artificial addition of water to crops to supplement rainfall



<b>Lagoon</b>	a small pond-like body of water
<b>Larva (larvae)</b>	the second developmental stage of an insect which proceeds from egg to larva to pupa to adult
<b>Latitude</b>	the angular distance north and south from the equator of a point on the Earth's surface
<b>Limiting factor</b>	a factor such as temperature, light, water or a chemical that limits the existence, growth, abundance, distribution or presence of an organism
<b>Line drawing</b>	a sketch of the features of the land at a particular location
<b>Line transect</b>	a line made with a tape measure or other object, used to record the number of species touching the tape at regular intervals as an estimate of abundance
<b>Load</b>	the volume or mass of a substance transported in a river, derived by multiplying the concentration by the flow rate over a specific period of time
<b>Logarithmic scale</b>	a scale of measurement in which an increase of one unit represents a tenfold increase – the scale on a turbidity tube is a logarithmic scale
<b>Longitude</b>	the angular distance east and west of Greenwich of a point on the Earth's surface
<b>Longitudinal assessment</b>	an assessment along a length or reach (of a stream)
<b>Low range EC meter</b>	an EC meter that measures low levels of salinity ( $\mu\text{S}/\text{cm}$ )
<b>Lower catchment</b>	the part of a river where the landscape is flat and the river travels slowly and deposits large amounts of sediment
<b>Lowland stream</b>	a stream located less than 150 metres above sea level
<b>Macroinvertebrate</b>	an animal without a backbone which is large enough to be seen with the unaided eye
<b>Macrophyte</b>	a large aquatic plant (e.g. rushes) that can be seen with the unaided eye
<b>Marine</b>	relates to the ocean
<b>Marsh</b>	land which is waterlogged
<b>Material safety data sheets</b>	information sheets about the risks involved in the use of specified chemicals
<b>Meanders</b>	bends in the course of a river which curve from side to side in wide loops
<b>Meniscus</b>	the curved upper surface of a liquid standing in a tube which is produced by surface tension
<b>Metabolic rate</b>	the rate at which an organism uses energy to sustain essential life processes such as respiration, growth and other activity
<b>mFC broth</b>	selective liquid medium which contains nutrients for the growth of faecal coliforms
<b>Micro-organism</b>	a single-celled organism that is invisible or barely visible to the unaided eye (e.g. bacteria, fungi)

---



<b>Microsiemens per centimetre (<math>\mu\text{S}/\text{cm}</math>)</b>	a measurement of salinity
<b>Middle catchment</b>	section of the stream where the river meanders through flood plains and occasional flooding is important for maintaining the health of wetlands
<b>Milligrams per litre (mg/L)</b>	a measurement that equates to 1 part per million
<b>Millisiemens per centimetre (mS/cm)</b>	a measure of salinity – $1 \text{ mS}/\text{cm} \times 1000 = 1 \mu\text{S}/\text{cm}$
<b>ML</b>	abbreviation of megalitre – one million litres – one Olympic-sized swimming pool of water
<b>mL</b>	abbreviation of millilitre – one-thousandth of a litre
<b>Modified Winkler titration method</b>	the method used to determine the amount of oxygen in a water sample in mg/L
<b>Monitoring</b>	the regular observation and measurement of natural resource condition over time, usually to detect change
<b>Monitoring frequency</b>	how often monitoring takes place
<b>Monitoring objectives</b>	the reasons why monitoring takes place
<b>MSDS</b>	material safety data sheets (MSDS) are designed to provide both workers and emergency personnel with the proper procedures for handling or working with a particular substance – they include information such as physical data, toxicity, health effects, first aid, reactivity, storage, disposal, protective equipment and spill/leak procedures
<b>Mystery sample</b>	solutions provided where the concentrations of particular indicators are unknown
<b>Natural resource condition</b>	the health or condition of a natural resource measured against acceptable guidelines
<b>Nephelometric turbidity units (NTU)</b>	the unit of measurement for turbidity
<b>Nutrients</b>	any substance used or required by an organism for food
<b>Nymph</b>	the young, immature stage of certain insects, usually similar to the adult form
<b>Occupational health and safety (OH&amp;S)</b>	a workplace policy designed to minimise and avoid risks – Waterwatch incorporates OH&S procedures such as the use of personal protective clothing and equipment, and site risk assessments prior to volunteer monitoring
<b>Omnivore</b>	an animal that eats both plant and animal matter
<b>Organic</b>	derived from or showing properties of a living organism
<b>Organism</b>	a living animal or plant
<b>Osmosis</b>	the force with which a solvent moves from a solution of lower solute concentration to a solution of higher solute concentration



<b>Outfall</b>	the site of a discharge of liquid from a pipe (e.g. the point at which a sewer discharges to a treatment works)
<b>Overclearing</b>	the removal of plant cover which results in accelerated erosion by wind and water
<b>Overgrazing</b>	continued grazing of grass or pasture at a level that leads to land degradation
<b>Oxygenation</b>	the process of adding dissolved oxygen to a solution
<b>Parameter</b>	a measurable or quantifiable characteristic or feature
<b>Pasture</b>	land that is covered in grass or herbage
<b>Peptone water</b>	a buffer solution used in the faecal coliform test
<b>Perennial stream</b>	a stream that flows most of the time
<b>Permeability</b>	the ease with which water moves through soil or rock
<b>Pesticide</b>	a substance or mixture of substances used to kill unwanted species of plants or animals
<b>pH</b>	a value that represents the acidity or alkalinity of an aqueous solution – defined as the negative logarithm of the hydrogen ion concentration of the solution
<b>Phosphate (PO<sub>4</sub>)</b>	a molecule consisting of phosphorus bonded with oxygen, considered a source of nutrients
<b>Phosphorus</b>	a nutrient essential to the growth of plants and animals
<b>Photopoints</b>	identified locations at a site where photos can be taken to show change over time
<b>Photosynthesis</b>	the conversion of carbon dioxide to carbohydrates in the presence of chlorophyll, using light energy
<b>Physio-chemical</b>	refers to the physical (e.g. temperature, electrical conductivity) and chemical (e.g. concentrations of nitrate, mercury) characteristics of water
<b>Phytoplankton</b>	microscopic floating plants, mainly algae, that live suspended in water bodies
<b>Pipettes</b>	small droppers that deliver a measured quantity of a chemical or substance
<b>Plankton</b>	plants (phytoplankton) and animals (zooplankton), usually microscopic, floating in aquatic systems
<b>Point source pollution</b>	a source of pollution that can be pinpointed to a particular source or pipe
<b>Pollution</b>	the introduction of unwanted components into water, air or soil, usually as a result of human activity (e.g. hot water in rivers, sewage in the sea, oil on land)
<b>Pool</b>	a still, deep place in a stream, separated by shallow gravelled areas on straight sections between meanders
<b>Potable</b>	water suitable for drinking
<b>Precipitate</b>	to separate out (a dissolved substance) in solid form from a solution, by means of a reagent

---



<b>Precision</b>	how well you are able to repeat a measurement result obtained from a specific sample – can be measured by repeated analyses of the same sample, as human error in sampling and analytical technique is a major cause of imprecision
<b>Primary contact</b>	activities involving direct contact with water, bodily immersion/submersion (e.g. swimming)
<b>Pristine</b>	an environment that remains untouched and undeveloped
<b>Profuse</b>	in great amount, abundant
<b>Protocol</b>	defined procedure
<b>Pupa (pupae)</b>	developmental stage of an insect between larva and adult
<b>Quadrats</b>	a square used to measure species abundance and diversity within a particular location – may be used in conjunction with transects
<b>Qualitative assessments</b>	assessments based on human observations, insight or knowledge about local environments
<b>Quality assurance</b>	the degree of reliability of data based on the quality controls in place
<b>Quality controls</b>	the routine application of and procedures for measuring the standard of performance of sampling and testing
<b>Quantitative assessments</b>	the measurement of physical, chemical and biological parameters that provide numerical data about the health of a waterway
<b>Raid biological assessment</b>	a form of biological assessment, best developed using stream macroinvertebrate communities, that uses standardised, cost-effective protocols to provide rapid sample processing, data analysis, reporting and management response
<b>Rate of flow</b>	the speed at which water moves in a river or stream
<b>Reach</b>	a length of stream that is examined for its features
<b>Reagent</b>	a substance which, because of the reactions it causes, is used for chemical analysis
<b>Reagent dropper</b>	a dropper that delivers a measured quantity of a reagent for analysis
<b>Recharge area</b>	a place where surface water infiltrates the soil and groundwater system
<b>Recovery site</b>	a site located downstream of a suspected pollution source which is monitored to see how far the pollution impact extends
<b>Reference site</b>	a site used for comparison
<b>Regulated river</b>	a river where the flow is regulated by structures such as dams and weirs
<b>Representative (data)</b>	the extent to which collected data actually represents the conditions you are monitoring – most affected by site location
<b>Resilience</b>	the ability of water or an ecosystem to recover from disturbance
<b>Resolution</b>	the smallest change in a parameter that your method will discern with confidence



<b>Respiration</b>	the intake of oxygen and the release of carbon dioxide (in aerobic organisms)
<b>Riffles</b>	shallow water flowing quickly over rocks
<b>Riparian zone</b>	the zone alongside a riverbank and extending out to 30 metres, including the bank and verge vegetation
<b>Risk assessment</b>	an assessment of the risks of an activity with a view to minimising or avoiding them
<b>River health</b>	a measurement of the functioning and resilience under stress of an ecosystem – can be measured by parameters such as water quality
<b>Runoff</b>	water that flows across the land surface and does not flow into the ground
<b>Salinisation</b>	excessive amounts of soluble mineral salts in the soil, making the land unsuitable for agriculture
<b>Salinity</b>	the presence of soluble salts in or on soils or in water
<b>Salts</b>	compounds that dissolve in water and can conduct an electrical current (e.g. sodium, potassium, calcium)
<b>Saturation</b>	a point at which a solution contains enough of a dissolved solid, liquid or gas so that no more will dissolve into the solution at a given temperature and pressure
<b>Scalding</b>	bare patches lacking vegetation – can be the result of erosion or salinity
<b>Scat</b>	an animal dropping
<b>Scavenger</b>	an animal that feeds mainly on other dead animals or on the products of larger animals
<b>Secondary contact</b>	activities involving some direct contact with the water but where ingestion is unlikely (e.g. boating)
<b>Sediment</b>	unconsolidated mineral and organic particulate material that settles to the bottom of an aquatic environment
<b>Seepage</b>	the process by which water percolates downwards through the soil
<b>Sewage</b>	waste matter which passes through sewers
<b>Sewerage</b>	the pipes and fittings carrying sewage
<b>Siemen</b>	a unit measuring electrical conductivity
<b>SIGNAL 2</b>	SIGNAL stands for Stream Invertebrate Grade Number – Average Level – a simple scoring system for macroinvertebrate (water bug) samples from Australian rivers
<b>Silt</b>	a fine deposit of mud or clay in a water body
<b>Site</b>	a monitoring location
<b>Snag</b>	woody debris found within the river channel
<b>Snapshot monitoring</b>	monitoring that takes place at a certain time in many places to allow comparison between sites

---





<b>Soluble</b>	dissolves in solution, usually water
<b>Standard calibration solution</b>	the usual solution supplied by a laboratory to calibrate equipment such as an EC meter in different ranges
<b>Standing water</b>	water that does not flow, such as water in wetlands, dams, weirs
<b>Stormwater</b>	rainwater which runs off the land, frequently carrying various forms of pollution such as rubbish, animal droppings and dissolved chemicals – is carried in stormwater channels and discharged directly into creeks, rivers, the harbour and the ocean
<b>Stream order</b>	determined using the Strahler system, which starts with a 1st order stream at the top of the stream network, which is usually a small non-perennial stream. Larger perennial streams usually have a stream order of $\geq 3$
<b>Stream reach</b>	a length of stream that is examined for its features
<b>Submerged plants</b>	water plants that grow underwater
<b>TDS meter</b>	an instrument that measures total dissolved salts in water
<b>Temperature</b>	a measure of how hot or cold the water is in degrees Celsius
<b>Terrestrial</b>	land-based
<b>Thermal pollution</b>	when the temperature of a water body is significantly warmer or cooler than the normal environmental conditions, temperature is considered to be a pollutant
<b>Thermometer</b>	an instrument used to measure temperature
<b>Throughflow</b>	water that has been absorbed into topsoil and then moves downhill into a water body
<b>Titration</b>	the addition of a measured quantity of one solution to an unknown solution concentration until a reaction takes place – allows the calculation of the concentration of the unknown solution – dissolved oxygen can be calculated by titration
<b>Tolerance</b>	the ability to survive and grow in the presence of a normally toxic substance (e.g. heavy metals)
<b>Tolerant water bug</b>	an aquatic macroinvertebrate that can be found in either clean or dirty water as it has the ability to withstand adverse environmental conditions such as water pollution
<b>Topographic map</b>	a map showing landform as contour lines, and other natural and human features
<b>Total dissolved solids</b>	a measure of the inorganic salts (and organic compounds) dissolved in water
<b>Total phosphate</b>	a measure of all forms of phosphate compounds in a sample – orthophosphate, condensed phosphates and organically bound phosphates
<b>Toxic</b>	harmful, destructive or deadly to organisms
<b>Toxin</b>	a poisonous product generated by an organism

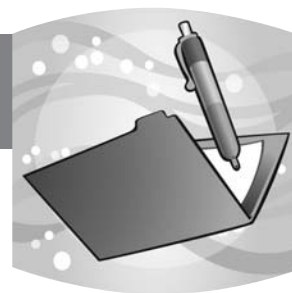


<b>Transect</b>	a line between two points that allows changes to be observed along it
<b>Transpiration</b>	the evaporation of water from plant leaves and stems
<b>Tributary</b>	a small stream or river flowing into a larger one
<b>Trigger values</b>	the concentrations (or loads) of key indicators measured for the ecosystem, below which there exists a low risk that adverse biological (ecological) effects will occur
<b>Turbidity</b>	a measure of the cloudiness or muddiness of water
<b>Turbidity tube</b>	a tube used to measure the level of turbidity in nephelometric turbidity units
<b>Unregulated river</b>	a river where the flow is not impeded by human-made structures such as dams
<b>Upland stream</b>	a stream more than 150 metres above sea level
<b>Upper catchment</b>	the source of a river
<b>Vegetation</b>	the plant cover of an area
<b>Vegetation cover</b>	the total imaginary shadow cast by the vegetation – a visual guide is used to assist with these estimates
<b>Verge vegetation</b>	the vegetation on an area up to 30 metres wide adjacent to a stream, including trees, shrubs and grasses
<b>Water quality guidelines</b>	a recommended value or range for a parameter (e.g. pH, turbidity, dissolved oxygen) – water quality guidelines can be adapted to different uses (e.g. environmental, recreation, drinking)
<b>Water quality stressor</b>	a change in a water quality parameter that puts stress on an ecosystem
<b>Water velocity</b>	the speed at which water moves in a river or stream
<b>Watercourse</b>	a channel having defined beds and banks where water flows on a permanent or semi-permanent basis
<b>Watertable</b>	the upper surface of the zone of groundwater saturation
<b>Waterwatch</b>	a community program that provides a framework for involvement in water quality monitoring
<b>Waterwatch Plan</b>	a strategy that sets out the purpose, frequency and sites for monitoring, and the equipment and interpretation of information collected as part of the plan
<b>Weed</b>	a plant that is not endemic to the local area and is unwanted there
<b>Wetlands</b>	a general term applied to open water habitats and seasonally or permanently waterlogged land areas (e.g. rivers, marshes and estuaries)
<b>Woody debris</b>	dead branches or roots of living trees that have fallen into a stream
<b>Zone of saturation</b>	the underground area above an impermeable layer where water fills all open spaces between rock, sand and soil particles



# SECTION 13

## Bibliography



Australian and New Zealand Environment and Conservation Council 1992, *Australian water quality guidelines for fresh and marine waters*, National Water Quality Management Strategy, ANZECC, Canberra.

Australian and New Zealand Environment and Conservation Council & Agriculture and Resource Management Council of Australia and New Zealand 2000, *Australian and New Zealand guidelines for fresh and marine water quality*, ANZECC & ARMCANZ, Canberra.

Board of Studies NSW 2008, *Board of Studies NSW Years 7–10 syllabuses and support materials*, Board of Studies NSW, Sydney, viewed May 2009, [www.boardofstudies.nsw.edu.au/syllabus\\_sc/](http://www.boardofstudies.nsw.edu.au/syllabus_sc/).

Brock, MA 1997, *Are there seeds in your wetland?: assessing wetland vegetation*, Land and Water Resources Research and Development Corporation, Canberra.

Brock, MA 2000, *Are there plants in your wetland?: revegetating wetlands*, Land and Water Resources Research and Development Corporation, Canberra.

Campbell, G and Wildberger, S 1992, *The monitor's handbook: a reference guide for natural water monitoring*, LaMotte Company, Chestertown, USA.

Cassidy, M 2003, *Waterwatch Tasmania reference manual: a guide for community water quality monitoring groups in Tasmania*, Waterwatch Australia, Hobart.

Chessman, B 2003, *SIGNAL 2: a scoring system for macroinvertebrates ('water bugs') in Australian rivers*, Monitoring River Heath Initiative technical report no 31, Department of the Environment and Heritage, Canberra.

Chessman, B 2003, *SIGNAL 2i.v user manual*, Department of the Environment and Heritage, Canberra.

Department of Education and Training, NSW, May 2003, *Quality Teaching in NSW public schools: discussion paper*, NSW Department of Education and Training, Sydney.

Department of Environment and Conservation (WA) 2007, *Ribbons of blue, in and out of the classroom*, Western Australian Department of Environment and Conservation, Perth, Western Australia.

Environment Protection Authority of South Australia 2004, *Critter catalogue: a guide to the aquatic invertebrates of South Australian inland waters*, Environment Protection Authority, Adelaide, available at: [www.sa.waterwatch.org.au/pdfs/critters.pdf](http://www.sa.waterwatch.org.au/pdfs/critters.pdf).

Foster, D (editor) 1994, *Waterwatch Queensland technical manual*, Queensland Department of Primary Industries, Brisbane.

Hackling, MW 2005, *Working scientifically: implementing and assessing open investigation work in science* (Rev. ed.), Western Australian Department of Education and Training. Retrieved from [www.det.wa.edu.au/education/science/teach/workingscientificallyre](http://www.det.wa.edu.au/education/science/teach/workingscientificallyre).

Hawking, JH 1994, *A preliminary guide to keys and zoological information to identify invertebrates from Australian freshwaters*, Cooperative Research Centre for Freshwater Ecology, Albury, New South Wales.

Hawking, JH and Smith, FJ 1997, *Colour guide to invertebrates of Australian inland waters*, Identification guide no. 8, Cooperative Research Centre for Freshwater Ecology, Albury, New South Wales.

Hawking, JH, Smith, LM, and Le Busque, K 2006, *Identification and ecology of Australian freshwater invertebrates*, Murray–Darling Freshwater Research Centre, Wodonga, Victoria, viewed May 2009, [www.mdfrc.org.au/bugguide](http://www.mdfrc.org.au/bugguide).

Kingsford, R 2001, *Australian waterbirds: a field guide*, Kangaroo Press, NSW.

LaMotte Company 1994, *Pondwater tour*, LaMotte Company, Chestertown, USA.

Land, Water and Wool 2006, *Managing rivers, creeks and streams: a woolgrowers guide*, Land, Water and Wool, Canberra, available at [www.nlwra.gov.au/products/px051003](http://www.nlwra.gov.au/products/px051003).

NSW Environment Protection Authority 2000, *NSW State of the Environment 2000*, NSW Environment Protection Authority, Sydney.

Queensland Department of Natural Resources and Water 2007, *Waterwatch manual*, Queensland Department of Natural Resources and Water, Brisbane.

Waterwatch Australia Steering Committee 2002, *Waterwatch Australia national technical manual, Module 1 – background*, Environment Australia, Canberra.

Waterwatch Australia Steering Committee 2002, *Waterwatch Australia national technical manual, Module 2 – getting started: the team, monitoring plan and site*, Environment Australia, Canberra.

Waterwatch Australia Steering Committee 2002, *Waterwatch Australia national technical manual, Module 3 – biological monitoring*, Environment Australia, Canberra.

Waterwatch Australia Steering Committee 2002, *Waterwatch Australia national technical manual, Module 4 – physical and chemical parameters*, Environment Australia, Canberra.

Waterwatch Victoria 2001, *Know your beasties! Aquatic invertebrate snapshot*, Waterwatch Victoria in partnership with the Cooperative Research Centre for Freshwater Ecology, Melbourne.

West, S 1998 and 2003 (third edition), *Streamwatch manual*, Sydney Water Corporation Limited, Sydney.



Links to other useful publications and websites can be found on the Waterwatch website: [www.waterwatch.nsw.gov.au](http://www.waterwatch.nsw.gov.au)







