

# Enviroschools Snapshot 2022

Horizons Region

MANAWATŪ-WHANGANUI



# Mihi



**Tēnā koutou  
Ko Rough Tor tōku maunga  
Ko Camel tōku awa  
Nō Ingarangi ahau  
Ko Sarah tōku ingoa  
He kaiako taiao ahau  
Tihei mauri ora**

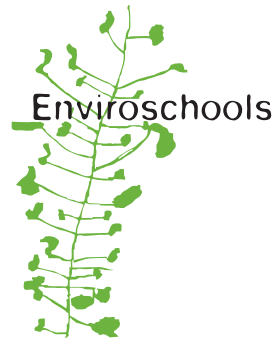
Welcome to the second edition of the Enviroschools Snapshot for the Manawatū-Whanganui Region. This snapshot celebrates the mahi that our tamariki (children), rangatahi (young people), and wider community have done over the past three years.

Since our last Snapshot, not only have we seen the number of Early Childhood Education (ECE) centres and schools participating in the programme increase significantly, we also celebrate the role that our funding partners have played in contributing to a sustainable future. So with that, we mihi to all involved who support Enviroschools in our region.

*Ehara taku toa i te toa takitahi, engari he toa takitini.*

Success is not the work of one, but the work of many.

Sarah Williams  
Regional Leader  
Horizons Regional Council



# The Enviroschools Programme

The Enviroschools programme aims to foster a generation of people who instinctively think and act sustainably.

When we talk about sustainability, we mean;

- Living in a country where people work with positive energy to connect with each other, their cultural identity, and their land, to create a healthier, peaceful, more equitable society.
- The regeneration of resilient, connected communities in which people care for each other and the environment.
- Valuing indigenous knowledge and celebrating diversity so that everyone can thrive.

Enviroschools operates nationwide as a collaboration between school communities, Toimata Foundation, local and central government, with additional community partners.

Nationally over 1,373 ECE centres, primary, intermediate and secondary schools are part of the Enviroschools network. This is a third of all schools and 12 per cent of the large ECE sector.

It is specifically designed to meet multiple local government outcomes and is supported by over 80 per cent of all councils in New Zealand.





## Ngā Matapono Guiding Principles

The Enviroschools kaupapa is based on five guiding principles. ECE centres and schools are encouraged to integrate these five principles in all the learning and action they undertake.

**1. Empowered Students** are enabled to participate in a meaningful way in the life of their ECE centre or school. Their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.

**2. Learning for Sustainability** recognises the types of teaching and learning that foster student empowerment, decision-making, action and sustainable outcomes.

**3. Māori Perspectives** honours the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.

**4. Respect for the Diversity of People and Cultures** acknowledges the unique gifts, contributions and perspectives of individual and groups, reinforcing the need for participatory decision-making in Enviroschools.

**5. Sustainable Communities** act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.

## A Whole School/ Centre Approach

Enviroschools fosters an approach where the whole school or ECE centre is involved in the programme as this is how real progress, learning and action can occur. This approach incorporates four key areas of school life.

Place | Wāhi

Physical surroundings

Practices | Tikanga

Operational practices

Programmes | Kaupapa ako

Living curriculum

People and participation | Tangata

Organisational management

## Theme Areas

The programme has five theme areas (sustainability topic areas) with supporting resources that schools and ECE centres can delve into. These offer an opportunity to deepen tamariki and students' understanding of a specific focus through investigation, exploration, decision-making, action and reflection.



Ecological Building



Living Landscapes



Energy!



Zero Waste



Water for Life

# What our Enviroschools do

## In depth facilitation

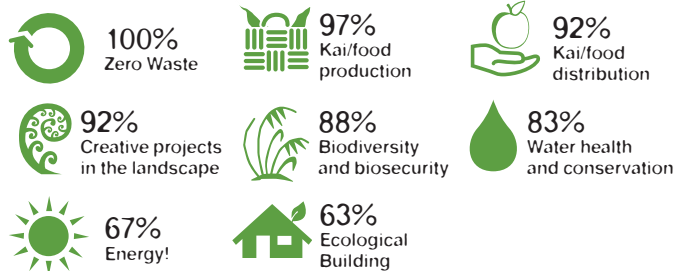
Enviroschools Facilitators work with all participating schools and ECE centres to motivate, advise, support and guide their vision for a sustainable future.

Enviroschools are highly engaged in a wide range of environmental actions and sustainability practices such as waste, biodiversity, transport and social justice.

In order to maintain, grow and deepen their sustainability practices, each Enviroschool undertakes a 'holistic reflection' at least every three years which involves students, staff and community members. As part of the process, schools and centres decide if they are a Bronze, Silver or Green-Gold Enviroschool. It is an inclusive and effective process that helps build internal momentum within the school/centre and celebrates successes with their community.



### Environmental sustainability actions:



### Cultural, Social and Economic sustainability actions:



\* Percentages are the total % of participants who are taking one or more actions in the area

## Quotes from parents

**"As a family we really value the environment focus the school has. It is such a community based school."**

Parent, Manchester Street School

**"I just love how empowered my daughter is to make good decisions for the environment."**

Parent, (from the National Enviroschools Survey 2021)

# What We Do

## Events for teachers

We hold district and region-wide networking and professional development events for Enviroschools staff which support them to:

- Learn about specific sustainability topics,
- Embed sustainability across the school/centre curriculum, and day to day practices,
- Connect with their community, and
- Energise teachers.

The aim for all our workshops are that they inspire, teachers learn something new, and that they can network with other Enviroschools whānau. Our district cluster workshops are typically held at an Enviroschool after school or centre hours. These short sessions support teachers to unpack Enviroschools resources or activities on a particular theme. We also give the hosting Enviroschool an opportunity to provide teachers a tour around their site and talk about some of the action projects they are working on with students/tamariki. Examples of cluster workshops include learning about the use of herbs and creating herb gardens with the Herb Farm in Ashhurst, growing kūmara, unpacking running a waste audit, and hearing from water quality experts about how to engage their students in this important topic.

Our larger regional hui are full day events. These have included a regional road trip where 51 teachers from 23 Enviroschools across the region visited two Enviroschools (one urban and one rural) to hear how they empower their students to act on sustainability issues. Each year we hold an ECE specific hui to support teachers working as role models of sustainability in an early childhood context. Previous themes for these hui have been zero waste and Māori perspectives in the context of water.



## Quotes from teachers

(taken from the National Enviroschools Survey 2021)

**“Enviroschools now underpins everything we do. It forms the basis of our planning, internal evaluations, influences our purchases and our curriculum in multiple ways and flows on to choices we make in our personal lives.”**

*Teacher, Gail's Childcare Centre*

**“Our children are driving their own learning and understanding of their connections to our environment. They have definitely developed a strong sense of kaitiakitanga in caring for the ngahere they have planted.”**

*Teacher, Parkland Kindergarten*

# What We Do

## Events for students

The kaupapa of Enviroschools is about empowering young people to take action on things that are important to them. In recent years we held two primary student hui, each with the same content but held in different locations with different groups of schools. Across both, hui involved 120 young enviro leaders from Years 5-8 who learnt about our lesser known forgotten fauna such as lizards/mokomoko, fish/ika and bats/pekapeka. Students connected with external speakers from Wildlife Foxton Trust, Wildbase Recovery Centre, and Horizons Regional Council biodiversity team where they spent the morning learning about these different animals. In the afternoon, students action planned in mixed school groups to discuss how they would share the information they have learnt with their school community, and what actions they could take to help preserve these taonga. The highlight for many by far was learning about lizards and being able to hold some exotic species which was a first for many students.



## Connecting Enviroschools to their Communities

### Exploring marine litter at their local beach

Whanganui Intermediate School have been active participants in Sustainable Coastlines' Litter Intelligence project in 2021. The programme aims to collate data from litter surveys to gain insights on actions that can be implemented to reduce litter on local beaches. This was a school effort with each student syndicate completing a day of coastal activities at Kai Iwi Beach, Whanganui. This project began in Term 1 with a school assembly presentation by one of the educators from Sustainable Coastlines, together with other community educators who were going to be involved in delivering the other activities. Over the course of the year, students completed three litter intelligence surveys of the area, committing to over 100 volunteer hours. The results are able to be viewed on the national citizen science database. Findings so far include 1822 unidentified hard plastic fragments, and 587 bottles and jars, with the combined number of items found equating to 2,941, weighing in at 35.82kg. The schools plans to continue monitoring the litter at Kai Iwi.



# Pat Kelly Enviroschools Action Fund

The Pat Kelly Enviroschools Action Fund, formally the Enviroschools Action Fund, was renamed at the end of 2019 in memory of former Horizons Councillor Pat Kelly who was a huge advocate for the programme. The fund aims to support participating Enviroschools in realising and implementing an action project as sometimes just a small amount of money is needed to get something started.

Projects funded include the purchase of tunnel houses, water tanks and irrigation systems for vegetable gardens, replacement/purchase of compost bins and new worm farms, native bush regeneration, fruit trees for community orchards, and the creation of an outdoor music area made from recycled and upcycled material.





# Nature walk mural at Westmere

One Pat Kelly EnviroSchools Action Fund project was at Westmere School in Whanganui that recently unveiled an enviro-themed mural at the entrance to their nature walk. The small enviro team of 14 students has been steering the school's sustainability journey for a number of years and a project close to their hearts has been the redevelopment of their nature walk through native bush on their school grounds. A pest animal trapping project was started in the bush to identify what pests might be in the area and to reduce their numbers, with the long term goal to increase overall biodiversity of the area. Students have also begun infill planting in the area to replenish the bush and create a place where children can appreciate the environment as well as to further encourage native birds back to the area.

In 2020 with the support from the Pat Kelly EnviroSchools Action Fund, they decided to beautify the nature walk even further by creating a nature mural to be enjoyed by students and the wider community. The mural was painted by a local artist who collaborated with the students on ways to connect their local landscape with the outcomes of the nature walk restoration project.

The students also wanted to weave Māori perspectives into this by including a way to link a pūrākau on the formation of the two maunga (mountain) of Ruapehu and Taranaki. The students have already seen more native birds coming back to the area with kererū flying overhead and grey warbler/riroriro singing in the trees confirming the mahi done by the group was having a positive impact. Future project plans involve labelling the trees along the bush walk, building bird and weta houses, and do some more native plantings to further enrich the area's biodiversity.





**2013**

Whanganui District Council, Manawatū District Council and Taranaki District Council become the first territorial authorities to fund Facilitators for Enviroschools in their respective districts.

**18 Enviroschools**

**2015**

Rangitikei District Council became a funding partner.

**36 Enviroschools**

**2014**

- Palmerston North City Council became a funding partner.
- Ruahine Kindergarten Association signed a partnership agreement with Toimata Foundation and Horizons Regional Council.

**27 Enviroschools**

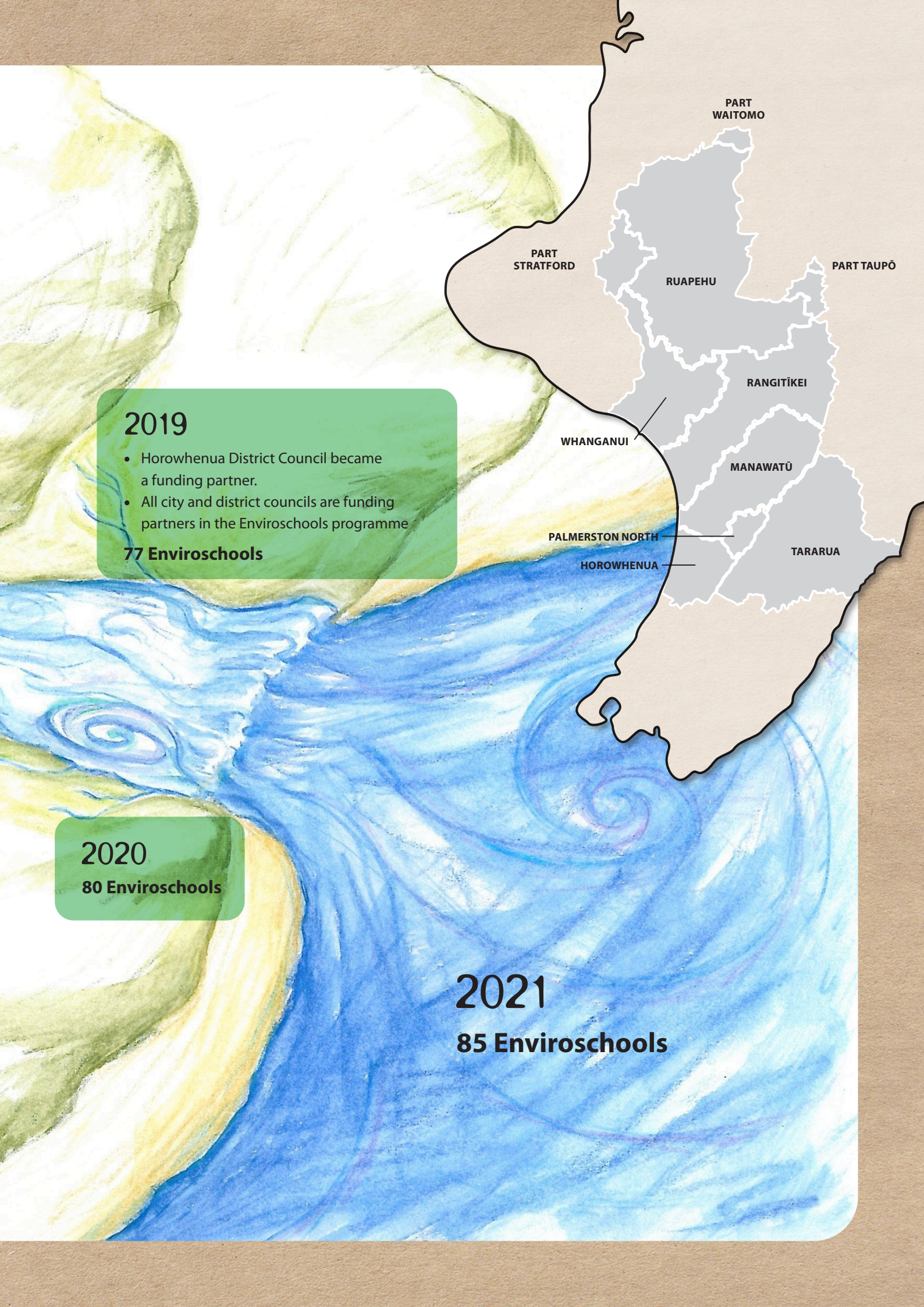
**2016**

Ruapehu District Council became a funding partner.

**41 Enviroschools**

## History of Enviroschools in the Horizons Region

The Enviroschools Programme was introduced in the Manawatū-Whanganui Region in 2001, with a Regional Coordinator in place at Horizons Regional Council. In the beginning, schools were supported by facilitators from Massey University employed through School Support Services.



**2019**

- Horowhenua District Council became a funding partner.
- All city and district councils are funding partners in the EnviroSchools programme

**77 EnviroSchools**

**2020**

**80 EnviroSchools**

**2021**

**85 EnviroSchools**

# Manawatū

17 Enviroschools

10 schools



7 ECE



## Exploring the issue of rural waste

Concerned about rural waste, students at Kimbolton School embarked on a research project to look at what happens to waste from farms in their area. They investigated types of waste found on their farms, and talked to parents and grandparents about what they do with waste. Plastic waste is often stock piled or burned by farmers due to the lack of readily accessible disposal and recycling options. Students presented their findings to councillors at Manawatū District Council, to advocate for an improvement for regular recycling for plastics and other chemicals in rural areas. They also talked about how the invention of new products that are more environmentally friendly and sustainable should be utilised such as baleage wrap that cattle can eat and building supplies that are made from recycled plastic or fencing made from repurposed metal. The vision is to help all farmers on how to be more sustainable with the support from the district council. Students have been invited to work further with the waste minimisation coordinator to look at the planning and implementation of a project to help achieve this.



## On a waste mission at Puddleducks

Being an Enviroschool is about going on a long term journey of sustainability. This requires commitment and passion along with continuous momentum. Puddleducks Nursery and Pre School, Feilding, have been extremely successful on their sustainability journey for reducing waste. This began with a waste audit that highlighted the significant amount of nappies going to landfill each year. The audit showed that this equated to over 60% of the centre's daily waste, weighing in at an average of 11.5kg per day, and totalling nearly three tonnes of waste per year. By reaching out to families and the wider community, the centre made the decision to become a disposable nappy free centre. Cloth nappies are now used in the infant and toddler rooms, and biodegradable nappies for the pre-schoolers, with a new disposable system put in place. The centre did not stop there on their waste journey. The next project looked at becoming plastic bag free, with every child at the centre being given a wet bag for use for wet clothes. Their current zero waste project is looking at an alternative to paper towels. The success of their zero waste journey was shared with other Enviroschools in 2021, where Puddleducks presented at the regional ECE zero waste hui. This has been so successful that these actions have now been implemented across all nine Puddleducks centres in the wider Manawatū, even those who are not on the Enviroschool programme.

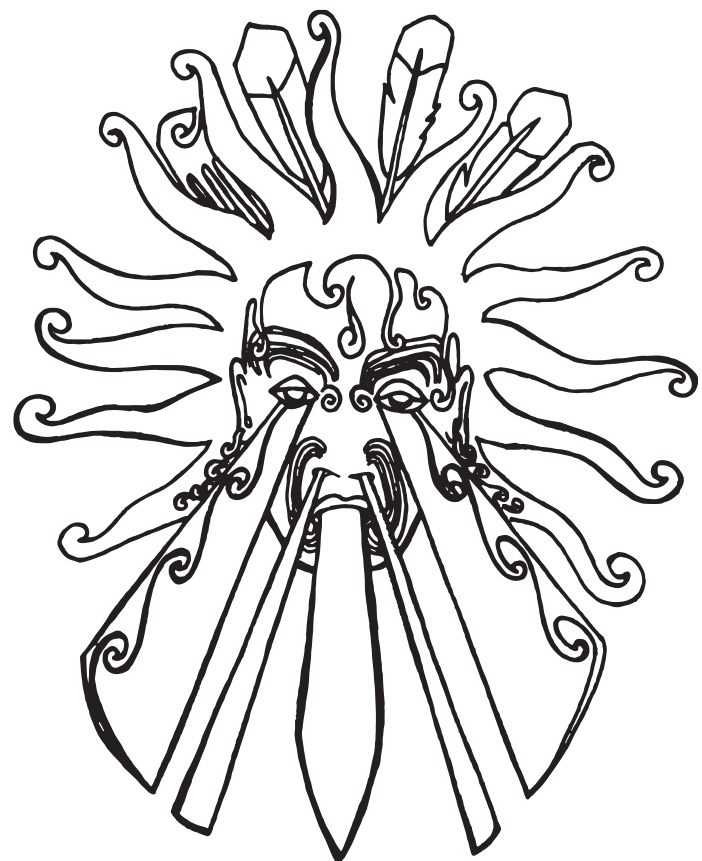




"It's awesome being an Enviroschool. It's good to learn about how to care for the environment", *Student, Manchester Street School*

## Enviro-action days at Manchester Street School

Manchester Street School has a fairly large roll of more than 400 students. They have a number of student enviro-groups to help steer their Enviroschools sustainability journey. However, with such a large student and staff roll, how do you get everyone on the school's sustainability journey in a genuine way? The result, they hold whole school enviro-action days. These events are planned by the enviro teaching team who determine the theme for the days each term. There are heaps of activities on offer, both indoor and outdoor. Some have scheduled times, others are free flowing. Classes do not have to complete all activities, and teachers can run some of their own should they so wish. On these days there is something for everyone, the Enviroschools Guiding Principles can be seen in action in the types of activities provided. There is always cooking, creating something, connection to the environment, kaitiakitanga, tuakana teina buddy classes to connect junior and senior students, mātauranga Māori, and most importantly in community involvement. Classes complete their enviro-jobs and spend time in their class gardens. You can imagine with the whole school involved, these days are organised chaos, very loud but very fun!



**Tamamuiatā**, atua of the sun

# Palmerston North City | Papaioea

20 Enviroschools

9 schools



11 ECE



## Connecting to the atua at Hokowhitu Kindergarten

Tamariki have been exploring the story of the atua (guardians) to help connect them to Māori Perspectives, one of the Guiding Principles on the Enviroschools programme. A very talented teacher painted a mural of Ranginui (sky father) and Papatūānuku (earth mother). The tamariki are also learning the stories of Tāwhitimātea (atua of the wind), Tangaroa (atua of the sea and fish), Tānemahuta (atua of the forest and all the things that live in it), Tūmatauenga (atua of strategy and determination), and Rongomātāne (atua of cultivated crops) who all now stand and watch over them in the playground. The children love looking and talking about them, bringing the atua to life and telling the stories of how they are guardians looking after them and their world. The atua are incorporated in many areas of the kindergarten and they are talked about daily by the tamariki.



## A harakeke journey at Parkland Kindergarten

As a part of their bi-cultural journey, a kaiako (teacher) from the centre completed a course in Māori Arts at Te Wānanga O Aotearoa. She has a passion for weaving and has been sharing her skills with other Parkland kaiako and whānau. Harakeke (flax) has become a part of the everyday curriculum at the centre as tamariki showed interest in weaving and making their own creations. Tamariki and whānau are learning about the tikanga (practices) around harvesting harakeke and are sharing their experiences with each other. The centre are practicing saying karakia, learning to care for harakeke pa, and planting many seedlings in their kindergarten. They are excited about this new journey and looking forward to their harakeke bushes growing big enough for the centre to be able to harvest and weave from their own plants. All this learning sparked conversations with families about learning to weave. Subsequently the kaiako offered to run weaving hui after hours for those who are interested.





"Enviroschools was seen to have a positive impact on young people with initiating action on sustainability."\*

## Māra kai at Girls' High

Palmerston North Girls' High School have been working on an action plan to create a food sustainability area over the last few years. Research on sustainable practices led to a plan to revamp the horticultural area where vegetables were planted and harvested to use within the applied consumer technology department. The glasshouse and tunnel house received an upgrade with new fences, and an expansion of the area allowed for an orchard that now includes apple, pear, feijoa, plum, and citrus trees. A row of olive trees was also planted to honour those who lost their lives in the Christchurch terrorist attacks. To complement their mahi on growing food, they have introduced a new food waste management system in the food tech rooms. The new composters form a key part of the project with the vision of extending this across the school in the coming years. The sustainability area can now be used as a resource across a range of learning areas within the school, and students have learned to take pride in what they have planted, checking on their health, and fruitfulness. This 'Phase 1' of the project has sparked joy where 'it takes a team to make a dream'.



## A TREEmendous treasure in Roslyn

Students of Roslyn School have been busy creating a new garden area after successfully receiving a grant of \$10,000 from the TREEmendous Mazda Foundation to transform an acre of unused grass area into a native wonderland. Students brainstormed ideas with their favourite design being mocked up digitally. Monthly working bees with staff, students and whānau helped to shape the landscape, with the whole school taking part in preparing the area by digging up grass and laying wool carpets, cardboard and newspaper ready for planting 350 native plants. Other projects in this area included building bird houses and creating an archway. Signage was designed by students and burnt onto wood at the city council library to place around the area to identify the native trees and plants. Artwork was painted on the back wall by a parent to enhance and brighten up the area. Students take turns to weed, water and care for the environment. The students wanted to name the garden and after a vote it was declared the Ngā Taonga O Tāne – the Treasures of Tāne, a great space to learn about science and the environment.



# Rangitīkei

13 Enviroschools

9 schools



4 ECE



## Small but mighty mahi at Pukeokahu School

Pukeokahu is a small rural Enviroschool, with just five pupils. However, they have strong and positive connections to the environment and their local community. As a Bronze Enviroschool the students think about the Guiding Principles when planning actions for their school. One of their recent actions has been their Te Ngahere project, which involved regeneration of a native bush area at the back of the school. In the months leading up to a Matariki planting event, the children completed an inquiry using the Enviroschools Action Learning Cycle to research and plan what types of natives plants were suitable for their area and how they wanted the ngahere (forest) to look. This has resulted in some ongoing plans on how they can make the ngahere a space that complements outdoor learning. This project also has another focus which has been on connecting the local environment with those who have walked before them, the history, whakapapa, the land we walk on, and the things that sustain us. The project was a very successful with a number of community members attending planting event. It has also sparked many ideas for future projects.



## Weaving Māori perspectives at Bulls School

One of the Guiding Principles of Enviroschools is Māori Perspectives, which honours the status of tangata whenua of the land and enriching this learning within the school environment. Around four years ago, their local Kāhui Ako (education providers) began a journey with local iwi Ngā Wairiki Ngāti Apa to explore the cultural history of the area. Pūrākau of Tutaeporoporo (Taniwha) was shared, followed by a hikoi visiting local areas of significance. The school have begun to embed this knowledge into the school and, with permission from tangata whenua, they commissioned a series of murals in the school grounds depicting the pūrākau of Tutaeporoporo in a way the tamariki could relate to.







"Enviroschools increased the appreciation & understanding of Māori perspectives."\*

## Tamariki exploring the concept of water as a life giving resource

Over the last few years, Marton Childcare have had a big focus on water for life. Tamariki have been learning about the importance of water, where it comes from, how we use it, and that it can be a limited resource. The centre purchased their own rainwater tank to help support this learning. The tamariki were excited to see the tank delivered and had the opportunity to watch the plumber install it. This helped them to understand how the rainwater will be collected. The water they collect is used to water their fabulous vegetable garden, flower beds, community garden, and for water play. With a visible water gauge on the outside the children can now see how much water they have used during different activities, giving them a real sense of how valuable the water is. The tamariki have taken these learnings home to see how they can make small changes on water conservation as many of them come from rural properties which have rainwater tanks. To deepen their learning, the centre's next step is to take tamariki to the district council's water treatment plant in Marton which will further their understanding of where our water comes from when you turn on the tap.



**Tangaroa**, atua of the sea, lakes and rivers

# Ruapehu



8 Enviroschools

7 schools



1 ECE



## Wetland restoration for Tokirima School

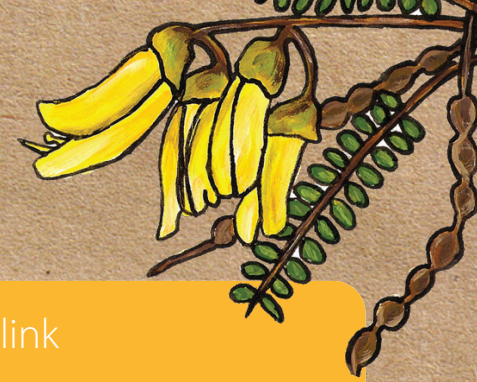
Wetlands and their role in the ecosystem has been a whole school inquiry at Tokirima School. They have connected with a local land owners, the Neesons, they were looking to begin converting a wetland area. One of Horizons land management advisors talked to the students about the importance of wetlands and riparian planting benefits before the students got into the amazing mahi of planting 400 native plants. The plants were a mix of harakeke (flax) mānuka and tī kōuka (cabbage tree) with a few kōwhai added to the mix for the birds. The rain arrived just after planting, which was perfect timing to water the

trees. Newly planted trees need nurturing for the first couple of years as spring growth can smother them. The school returned in Term 4 to check on the trees and clear all the weeds to give them a better chance of surviving and thriving. The students have been thinking about how they will use this wetland in a long term project and soon will be looking to implement a plant nursery where they will grow a variety of seeds from fruit and vegetables for their own garden and for selling within the local community for native trees to go towards the riparian planting project.



**Rūaumoko**, atua of earthquakes, hotpools, geothermal activity, volcanoes





"There is a positive difference seen in understanding the link between health of people & the health of te taio."\*

### A new tunnel house for an extended growing season

The students at Orautoha School wanted to be able to grow vegetable all year round for their whānau. However, their tunnel house needed repairing and they regularly have frosts of -2 degrees which can still be seen even in mid-October. Through funding, the school were able to replace their 18 year old tunnel house. Students got to work reusing what they could, and have started to sow some seeds. The new tunnel house is fantastic and allows more control over the environment to encourage plants to grow. Although the food production is not quite perfect yet, having both a tunnel and shade house goes a long way in making it possible for the school to achieve their goals of been more sustainable in the future.



### It's all about the worms in National Park

Worm farming is a popular project that schools undertake when they are trying to take action on reducing what goes into the rubbish bin. Reducing the amount of food waste going to landfill helps to reduce the amount of greenhouse gases being released into the atmosphere. Senior students at National Park School undertook an inquiry on worms and worm farming. They engaged with the sustainability facilitator from Ruapehu District Council who talked to the students about a worm farm project they were doing where broken wheelie bins were re-purposed into worm farms. The students really took this idea on board and with the councils support, have built a wheelie bin worm farm. This has been positioned near the sports shed to help the worms survive the cold winter weather. There have been plenty of parents keen to help get this project off the ground and students have ideas about the school establishing a worm farm on a larger scale as there is no green recycling in National Park.



\* Taken from the National Enviroschools Survey 2021.

# Whanganui

14 Enviroschools

11 schools



3 ECE



## Green 100 at Mosston School

Mosston School has a strong student Green Team who have been leading the school's action projects. One project they worked on was looking at the native tree area in the school grounds which needed some work to help it become good habitat for birds and invertebrates. A biodiversity advisor from Horizons talked to the students about the types of trees that would be suitable for the area and for what they were trying to achieve. They then engaged with the Springvale Garden Centre to source plants. The staff at the centre helped to show the students the correct way to plant the trees and best care for them to maximise the chances they would survive. The team has worked in stages with the planting making sure each tree is placed in the right spot and care is taken in the planting process. They now have a roster in place to check on the trees and water them daily, with the native area starting to take shape. They will continue to explore their environment and build further projects around the existing bush area.



## Sustainable student enterprise at Whanganui Girls' College

Whanganui Girls' College is relatively new to the Enviroschools programme and the vision has been to weave the kaupapa into the curriculum. Typically this is done in the science curriculum however, the fashion and design teacher set a business challenge to their Year 10 class to see what products they could create using sustainable ingredients and packaging. The students had to complete some market research to get to know where their ingredients come from, and how they are sourced. In 2021, students focussed on lip balms, soaps, and bath bombs. This involved working in teams to create a product that would be utilised by the students. They tested fragrance preferences of their fellow students to ensure the correct target market before sourcing materials and packaging. Other students looked at alternative everyday products and opted to make reusable lunch bags that were available for sale. Students investigated period poverty which revealed the lack of access by some in the community for basic necessity of menstrual products. This often leads to low school attendance and sanitary concerns for students who are unable to afford pads and tampons. The students made disposable pads sourced from appropriate material to ensure long lasting use, and these were donated to the local women's refuge for use by the community.





"Every school should be part of the Enviroschools programme. The value of the learning that my child brings home is reflected in choices she now makes herself, with every small difference leading to larger changes overall.", *Parent, Westmere School*

## A new deck for Love and Learn and their community

Love and Learn Care and Education have a strong connection with their local community. In 2020, they collaborated with the Harakeke Community Centre on a vision to create a multiuse deck and memorial garden for everyone to use. The tamariki enjoyed being involved in the process from drawing up their ideas, to seeing where wood is sourced and how it is treated. After the blessing and opening, the community were able to use their new deck. Tamariki now use it to read and play games on. They now have a lovely area for everyone to relax. The outdoor space continues to flourish with the additional artwork that's enhanced it, and a garden created to remember lost loved ones.



**Hineraumati**, auta of summer

# Horowhenua

9 Enviroschools

5 schools



4 ECE



## Sustainable practices at Foxton Kindergarten

Foxton Kindergarten have been on a waste journey and sharing that knowledge with their whānau. They have been working on a number of projects including the revamping of their worm farm and the introduction of a rolling compost bin. Both of which are used to deal with food scraps from tamariki lunches and morning tea. As part of this project, the tamariki are learning about how special tiger worms are at making fertiliser, the process of making compost, and the uses of compost to help us grow healthy fruit and vegetables. Tamariki have also been making yoghurt to reduce the amount of plastic waste being used in the centre, and looking at their reuse and recycling of paper with the introduction of making paper out of scrap paper. Tamariki are developing a sense of responsibility for Papatūānuku and how to best care for her.



## Self-catering lunches the sustainable way at Waiiopehu College

Staff and students were looking at different opportunities to promote the use of sustainable products as part of the curriculum, and as part of their everyday tikanga (practices) at the school. One of the projects they have been working on is reducing the amount of waste within the school from their school lunches. The College self-caters for the free school lunches programme. This has sparked other initiatives, such as the decision to brand the College's pehu pride values on wrapping paper for the lunches, reusing all cutlery, and only using food containers certified as biodegradable. Students are also growing a range of vegetables that are used for their school lunches, giving them a sense of pride and ownership in their food. In addition to their focus on food, social enterprise activities also have seen a group of business studies students launch a kawakawa balm product, and a group of Year 12 geography students have built beehives from scratch - harvesting honey from the hives to produce 'Waiobeehu Honey'.





"Makes us stop and think when making a purchase - is this built to last? Is it move sustainable - is this recyclable? Do we really need it?"\*

## Native tree planting at Shannon school

Shannon School has a vision to create a native forest area in their school grounds. They received a grant from Trees That Count for 50 trees which have kicked off this project. However, they wanted to expand the area to encourage richer biodiversity. They started to fundraise for more plants by reaching out to the wider community who are able to donate a tree and in return have a name plaque acknowledging their support. So far this has been a huge success with families donating 17 native trees and nine fruit trees. They have also received five trees from Paper4trees and the school has also purchased 30 smaller native flaxes and trees. Next steps for the school is to develop a rongoa (medicinal) area, along with increasing their vegetable garden with two additional pods to grown herbs and seedlings in. They also have four worm farms and a four-bay compost bin, a bokashi compost system, and recently have been gifted a paper brick maker.



**Haumietiketike**, atua of uncultivated food eg: fern root & shoots



# Tararua

4 Enviroschools

3 schools

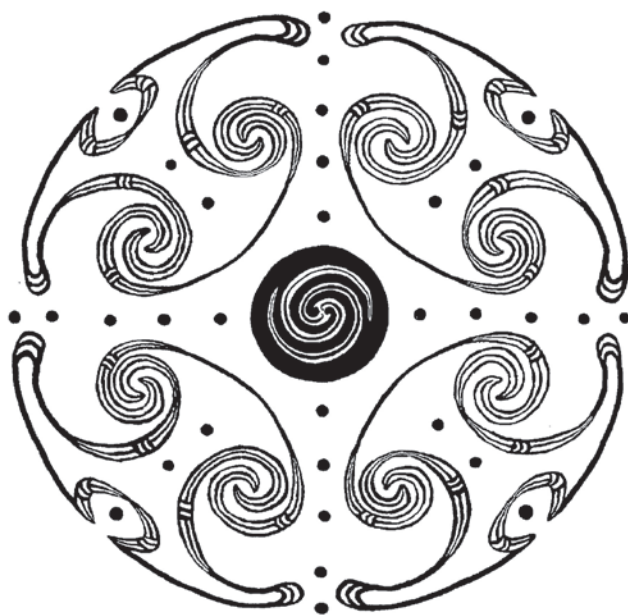


1 ECE



## Community focus at Tararua College

Since becoming an Enviroschool, Tararua College have been investigating and exploring a range of environmental themes. Their enviro group were keen to focus on working with other community groups so they have taken on various smaller projects including a planting day with the community, setting up vegetable plots, and fruit trees for use within the school and community. They have also been exploring options for trapping animal pests which has included visits to Pūkaha National Wildlife Centre. Additionally, they have also started an inquiry for exploring long term projects for sustainability through investigations on composting and food waste. To support this research, they held a waste audit to determine what levels and types of waste they have at school, ways to mitigate these, and how they may go about implementing some changes in the future.



**Urutengangana**, atua of the stars







"I just love how empowered my daughter is to make good decisions for the environment. Encouraging us to change packaging and feeling so proud when she has no rubbish within her lunchbox."\*

## Exploring the environment at Pahiatua School

Students at Pahiatua School have taken on various sustainability projects including looking at building tiny homes, zero waste, creating mini-glasshouses, exploring the native bush at Carnival Park, and looking at weather and energy. The classes have explored their links to the local area by meeting with local people to learn their history, with each class visiting a different location in the town. This has included several classes conducting a study on a stream that runs past the school. They were also lucky to join a local tangata whenua representative to take eDNA samples of the same stream looking at the species they found on a microscopic level. Students take responsibility to look after their environment around the school and help with the maintenance of several garden spaces, and recently built a bike track around the field.



\*Quote taken from the National Enviroschools Survey 2021.

# Glossary

**Atua:** Deity responsible for all aspects of the world

**Hiko:** A walk or march, can be a long journey

**Hui:** Gathering, meeting, assembly, conference.

**Karakia:** Prayer, incantation

**Kāhui Ako:** group of education and training providers

**Kaiako:** teacher

**Kaitiakitanga:** the practice of looking after the spiritual and physical wellbeing of people places or things.

**Kaupapa:** purpose, philosophy, mission, the key concept relating to what you are doing.

**Mahi:** Work, activity, function, exercise.

**Mātauranga Māori:** Māori knowledge

**Māra kai:** the food garden

**Maunga:** mountain

**Matariki:** Māori name for the cluster of stars also known as the Pleiades; for many Māori it heralds the start of the New Year

**Mihi:** To acknowledge, greet, thank.

**Ngahere:** forest

**Papatūānuku:** earth mother

**Pūrākau:** traditional story that may convey whakapapa, social organisation and geographical formation and connection.

**Rangatahi:** the younger generation

**Ranginui:** Sky Father

**Rongoā:** traditional Māori medicine

**Tamariki:** Children

**Tangata whenua:** people who are of the land through their ancestral connections to it

**Tikanga:** Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol – the customary system of values and practices that have developed over time, and are deeply embedded in the social context.

**Tuakana teina:** the relationship between an older sibling and a young sibling, provides a system for buddy systems

**Whānau:** Family



**Hinemoana,** atua of sea, fish and sea floor

# How to get involved in the Enviroschools programme

There are two options available to schools/ECE centres wanting to join the Enviroschools network.

You can become a Friend of Enviroschools, where you are able to try out the programme unofficially before committing to the programme. Support available includes access to some Enviroschools teacher professional development events and some support on

your sustainability projects from the Regional Coordinator.

If funding is available in your area, you can apply to become an official Enviroschool. In addition to being able to attend professional development events, your school/centre would be supported by a Facilitator who would work with you on a one to one basis on your sustainability projects.

If you are interested in learning more about the Enviroschools programme, please contact the Regional Coordinator at [education@horizons.govt.nz](mailto:education@horizons.govt.nz) or free phone **0508 800 800**.



