

APPLICATION FOR THREE YEAR CONTRACT FUNDING 2011-2014

Organisation name: Enviroschools Foundation – Wellington Region

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Alternative Contact Person's Role: Operations Director, Enviroschools Foundation

Contact phone number: 07 959 7323

Are you registered for GST? YES **GST number if registered:** 85 472 445

Bank Account No: 06 0317 0679445 00

Attachments:

1. **Budget** for July 2011 to June 2012 and **financial projections** for the next three years
- Three year business plan (included in body of application)
2. Introducing the Enviroschools Programme
3. Introducing the Enviroschools Foundation
4. **Organisational Health Check** – National and Regional
5. Wellington City Enviroschools Situation 2011
6. Audited accounts

Funding Requested

1. How much are you applying for per annum? **\$25,000**

2. Which services are you requesting support for?

Facilitation and growth of the Enviroschools Programme in Wellington City.

3. If you have been funded through contract funding before please explain how this differs [or not] from your previous contract.

We have not been funded through previous contract funding.

Service Delivery

1. VISION and Key Goals for what our organisation will look like in three years.



Goals for Strong Community Support

- 80% of Wellington City enviroschools involved in active partnerships with community groups
- Wellington enviroschools facilitator has strong working relationships with:
 - Wellington City Council staff (sustainable transport, biodiversity and restoration, energy efficiency and conservation, waste minimisation, water conservation, youth, climate change)
 - Department of Conservation staff
 - Greater Wellington Regional Council staff (biodiversity, environmental educators, sustainable transport, water conservation)
 - Iwi

Goals for Professional Facilitation

- 90% of comments from schools about facilitator relationship are positive
- EnviroSchools facilitator seen as having their “finger on the pulse” of environmental action in the Wellington City community

Goals for a Network of places of learning

- Engage with at least a further 1000 Wellington City primary school students and their families by 2014 – a 50% increase in the number of primary schools involved in Wellington City enviroschools network
- Engage at least two Wellington City secondary schools in a formal, ongoing way by 2014
- Re-establish and extend early childhood network by 2014

Goals for a more sustainable world

- Steady increase in number of enviroschools sustaining projects over time

2. **ORGANISATIONAL ACTION** over the next three years to achieve our vision/goals

Aspect	Goal	Organisational Action
<p>Strong Community Support</p>	<ul style="list-style-type: none"> - 80% of Wellington City EnviroSchools involved in active partnerships with community groups 	<ul style="list-style-type: none"> - Promote and host networking opportunities between schools and community groups - Link relevant groups and individuals (eg. WCC Biodiversity officer, waste min, transport planning, water, GWRC care groups, bush builders facilitators, GWRC Take Action team, Zealandia, Otari, Marine Education Centre, Nga Hau e Wha Papakainga, DoC, Sustainability Trust) with schools where there is a good match - Develop relationships with local iwi and seek appropriate combined action
	<ul style="list-style-type: none"> - Strong working relationships with Wellington City Council staff, Department of Conservation staff, Greater Wellington Regional Council staff and Iwi 	<ul style="list-style-type: none"> - Meet and communicate regularly with Wellington City Council staff (sustainable transport, biodiversity and restoration, energy efficiency and conservation, waste minimisation, water conservation, youth, climate change), Department of Conservation staff, Greater Wellington Regional Council staff (biodiversity, environmental educators, sustainable transport, water conservation) and Iwi
<p>Professional Facilitation</p>	<ul style="list-style-type: none"> - 90% of comments from schools about facilitator relationship are positive 	<ul style="list-style-type: none"> - Professionally mentor Wellington City facilitator including debriefing and review opportunities - Hold sharing /best practice sessions with other facilitators in region - Attend both regional and national EnviroSchools hui
	<ul style="list-style-type: none"> - EnviroSchools facilitator seen as having their "finger on the pulse" of environmental action in the Wellington City community 	<ul style="list-style-type: none"> - Attend community events - Forward relevant information to schools
<p>Network of places of learning</p>	<ul style="list-style-type: none"> - Engage with at least a further 1000 Wellington City primary school students and their families by 2014 	<ul style="list-style-type: none"> - Introduce interested schools to Education for Sustainability and the EnviroSchools Programme through introductory workshops - Send all schools newsletters and email updates - Keep website up-to-date and user friendly - Provide enviroSchools (and others) with the EnviroSchools annual scrapbook - Invite non-EnviroSchools to participate in cluster meetings and events like the "Great Postcard Project".

Aspect	Goal	Organisational Action
Network of places of learning cont . . .	<ul style="list-style-type: none"> - Engage at least two Wellington City secondary schools in a formal, ongoing way by 2014 	<ul style="list-style-type: none"> - Provide opportunities for targeted secondary schools to engage with their local primary enviroschools as a springboard to becoming a dedicated enviroschool
	<ul style="list-style-type: none"> - Re-establish and extend Early Childhood network by 2014 	<ul style="list-style-type: none"> - Establish Early Childhood specific cluster - Support teachers from early childhood centres to attend Early Years EnviroSchools workshops
Sustainable World	<ul style="list-style-type: none"> - Steady increase in number of enviroschools sustaining projects over time. 	<ul style="list-style-type: none"> - Hold regular meetings with enviroschools to review their projects - Link schools to expert information and advice to make it easier to sustain projects - Trial annual focus in the region on encouraging projects specific to council priorities in the region

3. **KEY CHALLENGES AND KEY OPPORTUNITIES** identified for the next three years

Opportunities:

- Financial security of 3-year contract in Wellington City provides security for schools and facilitator and provides a strong basis for a strategic approach
- Closer collaboration with WCC and better linking of WCC programmes with Enviroschools – enthusiasm to work in this way is already evident from WCC staff and Enviroschools Facilitator
- Strong collaborative approach evident with other environmental education providers in the region
- Enthusiasm in the Early Childhood Sector in Wellington City is matched by national development of Early Childhood Enviroschools programme
- National drawing together of ideas to engage secondary schools matches readiness in secondary schools in Wellington City
- Wellington City community showing enthusiasm for environmental issues

Challenges:

- Prioritising workload within facilitator capacity
- Managing the growth of the programme
- Finding ways to help schools work within the pressures associated with national standards and the ever-increasing requirements of schools

Strategic Fit

1. How Enviroschools supports Council's LONG TERM OUTCOMES

Contributions to strategic area - ENVIRONMENT

Strategic Area	Long Term Council Outcomes	How Enviroschools Contributes	Examples from Wellington City and across the region
ENVIRONMENT	<p>More Sustainable Wellington will reduce its environmental impact by making efficient use of energy, water, land and other resources; shifting towards renewable energy resources; conserving resources; and minimising waste.</p>	<p>Promoting sustainable thinking</p> <p>Schools monitoring their energy use and making energy saving initiatives</p> <p>Linking schools to water quality and conservation programmes such as GWRC's Take Action for Water Programme or WCC's water conservation initiatives</p> <p>Eco Hut Challenge – supporting use of renewable and reusable resources</p> <p>Schools engaging in waste reduction programmes, auditing their waste and linking to WCC Waste initiatives</p>	<p>Clifton Terrace Model School have had a photovoltaic system installed allowing them to generate a portion of their electricity from the sun. They monitor their energy use and have developed corresponding energy saving initiatives. They have also communicated the benefits of being energy efficient and using renewable energy to the school community.</p> <p>Kapiti College built their first Eco Hut in 2010. In 2011 they are building an eco-designed retreat for a student who has cancer.</p> <p>Numerous schools have halved their waste to landfill.</p> <p>Seatoun completed an initial waste audit last year. They implemented a community campaign promoting litterless lunches and are now ready to complete a follow-up audit. They are embedding practices at adult and staff level as well, eg photocopy free days.</p>
	<p>Stronger Sense of Place Wellington will recognise and protect significant features of its coastal and terrestrial landscape and natural heritage.</p>	<p>Assisting schools to develop their knowledge of their school and surrounding area through mapping activities, exploration and events</p>	<p>Porirua students formed a relationship and bond with their local stream and harbour through an enviroschools event where they walked Keneperu Stream from Cannon's Creek to the harbour mouth. The schools initiated a riparian planting project along the way which they have maintained.</p>

Strategic Area	Long Term Council Outcomes	How Enviroschools Contributes	Examples from Wellington City and across the region
ENVIRONMENT cont . . .	<p>More Actively Engaged Wellington will pursue a collaborative, participatory approach towards environmental kaitiakitanga by sharing information with the community and establishing partnerships to achieve environmental goals.</p>	<p>Assisting schools to link in with community initiatives community restoration and care groups</p> <p>Supporting schools to participate in regional or national activities such as garden bird surveys</p>	<p>In Term 1 of 2011 Myfanwy Emery from WCC addressed an Enviroschools teacher cluster group to share how she can assist schools to link in with community groups already underway in the area.</p> <p>Ngaio School have designed a plant propagation house to grow plants for the Trelissick Park Care Group.</p> <p>Glenview School in Porirua have worked with Nga Uru Ora to plant hundreds of trees on the land adjacent to their school.</p> <p>Paparangi School have established a tradition of termly environmental days involving community.</p>
	<p>Healthier Wellington will protect and restore its land- and water – based ecosystems to sustain their natural processes, and to provide habitats for a range of indigenous and non-indigenous plants and animals.</p>	<p>Assisting schools to restore ecosystems on school grounds or in communities</p>	<p>Plateau School engaged with GWRC to eradicate tradescantia.</p> <p>Pukerua Bay school have developed a Lizard habitat.</p> <p>Ferridge School works with DOC to care for a rare tree population near their school.</p> <p>Many enviroschools participate in GWRC's Take Action for Water Programme as part of their enviroschools journey.</p>
	<p>Better Connected Wellington will have a network of green spaces and corridors linking the Coastline, Town Belt and Outer Green Belt</p>	<p>Supporting schools to develop living landscapes on their school grounds.</p> <p>Connecting schools to programmes such as Bush Builders</p>	<p>Houghton Valley School are working with the Wellington Zoo Bush Builders programme to restore their 'local rainforest'. As a result of visiting Otari/Wilton's Bush they are developing a forest guide programme with a view to hosting other schools.</p> <p>Ngaio School have an arboretum in their school grounds.</p>

Contributions to other strategic areas

Strategic Area	Long Term Council Outcomes	How Enviroschools Contributes	Examples across the region
GOVERNANCE	<p>More Inclusive Wellingtonians (of all age groups) will become more actively involved in the direction of their communities.</p>	<p>Supporting student engagement in school decision making. Encouraging students to engage with their local council.</p>	<p>Seatoun School students report to their board of Trustees and their learning influences school decisions. Greytown school regularly present what they are learning about and acting on to the council and invite councillors to their gatherings. In 2009 Ngaio students made a presentation of their findings about waste to the Wellington City councillors in the Long term Plan process. Thorndon school have questioned members of the Wellington Waste Forum about what their organisations do to reduce their carbon footprint.</p>
CULTURAL WELLBEING	<p>Stronger Sense of Place Wellingtonians will have a strong local identity that celebrates and protects its sense of place More Inclusive Wellington will celebrate its bicultural heritage and growing ethnic, religious and social diversity, and be tolerant,</p>	<p>Exploring identity Exploring the contributions of diversity</p>	<p>Holy Cross spent a term exploring the concept of Powhiri. This involved strengthening their sense of place recognising significant local and historical landmarks in order to be able to appropriately welcome people into their school. As part of their healthy kai programme, Johnsonville school has provided opportunities to participate in preparing kai from a range of cultural contexts, including a schoolwide hangi event, muslim halal chicken and options for vegetarian eaters.</p>
TRANSPORT	<p>More Sustainable The transport system will operate to minimise environmental harm</p>	<p>Promoting the attitudes required to encourage use of WCC's public transport system.</p>	<p>St Mary's school travelled to a school trip by bicycle. A group from Houghton Valley School attended enviroschools event at Te Papa travelling by public bus.</p>
SOCIAL AND RECREATION	<p>More actively Engaged Wellington residents will be actively engaged in their communities and in recreation and leisure activities.</p>	<p>Promoting socially sustainable activity.</p>	<p>Wairarapa students have been involved in creating a Tuna Tapestry honouring the lifecycle of the native long fin eel. Holy Cross students have developed a healthy food garden in conjunction with the local church. Surplus food is distributed in the community.</p>

2. THREE YEAR PRIORITY AREAS – ENVIRONMENT

Managing demand for Potable Water – this is one of the areas schools may explore as a result of being involved in the enviroschools programme. During the upcoming three year period. Enviroschools would like to contribute to this by trialling encouraging a group of schools to all work on this at once.

Reducing the City's Carbon emissions – there are a range of actions including biodiversity, planting, pest control and transport.

Reducing Waste - this will be the particular focus of the Early Childhood Programme, it is also an area schools are strong in and looking to develop further.

In all these three areas as well as the actions in schools lead by students, there is also a flow-on impact into homes as passionate children influence their families.

3. ACTIVITIES to achieve the above

The funding we are requesting would enable us to pay a facilitator/s to work with the network of enviroschools in the Wellington City area. The facilitator's role would include:

- running cluster meetings where teachers share experiences and are introduced to members of the community they can work with on their environmental projects
- providing individual support to teachers, and sometimes students, in enviroschools to help them successfully initiate and sustain environmental action
- providing teachers with information and resources to help them take advantage of opportunities in the area
- documenting successful projects and processes to be able to share best practice
- assisting schools to reflect on their progress and plan next steps

4. EVALUATING the impact that the funded activities have on the Council's Long-term Outcomes

Over the next three years we will be gathering data about the types of projects schools across the region are engaging in and the extent to which these are being sustained.

For each of the aspects of the council's Long Term Outcomes for ENVIRONMENT listed above we will be able to indicate numbers of enviroschools who have worked on that particular aspect and the standard of that work during the three years. We will also be able to provide examples.

This information will give us a clear indication of:

- strengths in each part of the region
- areas where schools need more support
- the extent to which this programme is having an impact on the Council's long term outcomes

and therefore enable us to inform the ongoing direction and focus for the programme at any given time.

5. WORKING IN PARTNERSHIP

Wellington City Council staff are key partner in our strategic plan. Over the past six months, Amanda Dobson, the current enviroschools facilitator, has met with a number of WCC staff, building relationships for ongoing collaborative networking and support.

Biodiversity and Restoration Myfanwy Emeny	Myfanwy has attended a recent Enviroschools cluster meeting to inform schools about various opportunities to participate in local community plantings as well as the range of options for support and resources her team can offer. Myfanwy and Amanda are working collaboratively alongside other WCC staff to link Wellington enviroschools to projects where there is common ground.
Sustainable Transport Emma Hope	Emma has also contributed to a recent Enviroschools Cluster meeting, actively promoting the opportunity to join the School Travel Planning programme. Recent liaising with Emma provided the opportunity for her to give support to schools participating in a bikewise event supported by enviroschools.
Waste Minimisation Donna Sherlock and Meagan Miller	We have discussed the possibility of hosting a Enviroschools cluster meeting at the landfill later in the year. We plan to continue to liaise closely regarding further development of regional waste minimization, related strategies and projects in local enviroschools.
Water Conservation Paul Glennie	Amanda and Paul are presently exploring options to offer support to some local enviroschools, for developing some new water conservation and efficiency focused projects. Some of these will be in collaboration with other council staff. We are exploring the possibility of having a water conservation focus for enviroschools in Wellington during 2012.
Otari Wilton's Bush	We have a well established relationship with the Otari – Wilton's Bush wider community. Otari school, who will be accepted onto the Enviroschools programme provided this funding application is successful, is involved with a bush guides programme, hosting other schools who visit, promoting this as a model to encourage other schools to consider developing similar projects in their own communities. Amanda's role involves offering support to this and promoting it to other enviroschools.
Zealandia Brian Ireland	Our recent Enviroschools cluster meeting was successfully hosted at Zealandia, providing an opportunity for enviroschool teachers to extend their knowledge of what this resource offers for school visits. Amanda has liaised with Brian to develop the broadening of the educational programme to encompass the early childhood sector, which has resulted in a positive extension of this service.
Wellington Zoo	Through networking opportunities, Amanda has begun to liaise with Bush Builders, one of the Zoo's educational programmes, where strong relationships are starting to develop with some enviroschools. We are keen to involve more enviroschools in the Bush Builders programme and to work collaboratively with Bush Builders to support more local school community projects.

DOC – Enviroschools are working with DOC at a national and at a local level to engage schools in maintaining and developing biodiversity areas within schools and their local communities. Matt Barnett from DOC is facilitating some enviroschools in the Wellington region this year and we are looking at options to develop some resources and workshops together.

GWRC – GWRC are a funding partner for enviroschools. We work closely with the Take Action for Water and Sustainable Transport teams to support schools in their environmental action.

Nga Hau e Wha o Paparangi Papakainga – We have established a mutually beneficial relationship with this local kaupapa maori community group involving use of the papakainga as an enviroschools venue and promoting the Papakainga with enviroschools as a valuable location to visit and a group with whom to build collaborative community relationship.

Mana Whenua / Local iwi – Amanda has established networks of contacts to support enviroschools to make links with local Taranaki Whanui iwi, for example supporting schools to liaise with the appropriate contacts to organize visits to Pipitea Marae. (also see below).

6. COMMITMENT TO THE TREATY OF WAITANGI

Nationally

The Enviroschools Programme was developed with the intent of honouring and bringing into day-to-day life the intent of The Treaty of Waitangi / Te Tiriti o Waitangi. The Treaty is cited in the Enviroschools Handbook as the founding partnership document of New Zealand.

There is a long-standing partnership between The Enviroschools Foundation and Te Mauri Tau that supports the intergration of Māori perspectives into all levels of Enviroschools.

Te Mauri Tau is an educational, environmental and health organisation that operates from a base in Whaingaroa (Raglan). Their kaupapa is to live and model a sustainable style of life that respects others and the environment. Key members of Te Mauri Tau were at the forefront of the kura kaupapa Māori movement in the 1980's and 1990's.

Ways that our commitment to the Treaty is evident:

- *Governance* – our Trust Deed contains the following provision:
The Trust Board recognises the value of Māori perspectives and representation. This is to be supported in the following ways:
 - A Kaumatua as a full board member,
 - One member from Te Mauri Tau
 - One other member able to represent Māori perspectives.
- *Programme development:*
 - Māori Perspectives is one of five Guiding Principles / Ngā Mātāpono, that underpin all aspects of Enviroschools.
 - Enviroschools printed resources contain activities to assist teachers to explore Māori perspectives with students. Our website's members' area also has an evolving Māori perspectives section to support deeper practice in regions and schools.
 - All national Enviroschools Professional Development events include learning around Māori perspectives.
 - Regions have been encouraged to develop relationships with their local iwi.
 - Over the past, 6 years, The Enviroschools Foundation and Te Mauri Tau have been developing a sister programme to Enviroschools called Te Aho Tū Roa. This programme in Te Reo Māori is specifically for kura / wharekura and Māori communities.

Locally

All schools are encouraged through the Enviroschools Programme to explore their local area, significant land features and associations with Tangata Whenua.

The Wellington Enviroschools facilitation team have developed a relationship with staff in the Environmental Department at Te Wānanga o Raukawa who have helped us to expand our relationships with iwi. We have held hui at Tainui Marae in Ōtaki and. as a regional group we have met with Liz Mellish, a representative of the Tangata Whenua Tenths Trust, with the goal of proactively building respectful and reciprocal relationships with Mana Whenua in the region.

Kura Kaupapa in the region have always had access to the mainstream enviroschools programme but with the resources being in English, they are not readily accessible without first translating them into Te Reo Māori for the students. In the Wellington Region throughout 2011 we will therefore be developing a strategy to extend Te Aho Tū Roa to Kura in this region. In February, four participants from this region attended Te Aho Tū Roa training. There are 8 kura with full immersion in this region and we aim to seek funding as a region to employ a Reo Māori speaker to support Kura Kaupapa in the region using Te Aho Tū Roa.

Wellington City Budget Estimations July 2011 - June 2014

2011/12 2012/13 2013/14

Regional Support and Management

Allowance for recruitment and training	1500	1500	1500
Annual coordination	3100	3250	3400
Annual Prof Devlpmt	2000	2100	2200
<small> migs with coordinator, community groups, other providers, reporting, stationery, admin, contribution to regional development regional/national hui, conferences, workshops etc </small>			

Programme Delivery

Resources	1300	1100	1100
Work with schools clusters	2200	2300	2300
Work with Schools Indiv	9800	10100	10300
Early Childhood Prog Dev	1640	1700	2000
Event	2000	2000	2000
Sub total	23540	24050	24800
Uncertainties	1460	950	200

Total	25000	25000	25000
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A Brief History of the Enviroschools Programme in Wellington City



2006 - Enviroschools Programme initiated in Wellington City with 3 schools

2007/8 - A small group of Early Childhood centres effectively trialled the programme in Wellington City

2009 - Enviroschools Programme extended to a total of 10 Wellington City schools

2009/10 – No funding for Enviroschools facilitation in Wellington City, all 10 enviroschools found it challenging to continue their journeys without a facilitator



Current Enviroschools Situation in Wellington City

2010/11 – initial 10 schools have been continuing their Enviroschools journeys, again with the support of an Enviroschools facilitator. Over time these schools are increasing the depth and breadth of their approach.

- a number of other schools have either made applications to be part of the programme, are regularly attending teacher cluster meetings or have sent teachers to Introductory Workshops.
- a group of Early Childhood Centres are also interested in participating in the programme.
- further schools and early childhood centres will be officially accepted onto the programme once ongoing funding is secured.



Ward	Schools with Enviroschools agreements	Other interest (examples of schools and centres with connections to the network through clusters, workshops or events)
Eastern	Houghton Valley Seatoun Holy Cross	Lyall Bay Seatoun Kindergarten
Southern		Ridgway St Annes Owhiro Bay Owhiro Bay Kindergarten
Lambton	Thorndon Clifton Terrace Model School	Te Aro Victoria University Preschools
Onslow-Western	Karori West Khandallah Ngaio	Otari St Benedicts Box Hill Kids (ech) The Childspace Network
Northern	Johnsonville Paparangi	Hampton Hill Onslow College



The Enviroschools Programme

The Enviroschools Programme aims to make sustainable, resilient communities a reality. However, to achieve a reality of healthy, sustainable communities requires significant social change. Young people have a key role to play in this change with schools and early childhood centres providing a powerful means of accessing their associated communities.

Schools who are part of the Enviroschools Programme report that practices at school do result in changes at home. A Waikato University study (Gruebmeier) backs this up, showing that enviroschool children had both the knowledge and confidence to advocate for sustainable practices in their homes and communities and were in fact doing so.

What is an Enviroschool?

An Enviroschool is a school or early childhood centre that has made a long term commitment to sustainability as part of the school or centre culture. Enviroschools embark on a journey where their sustainable practice broadens and deepens over time (imagine a river). The nature of the journey is driven by the school and therefore looks different for every school.



What kinds of things do Enviroschools do?

Enviroschools engage in **ongoing sustainability planning** through student decision-making processes. Over time enviroschools develop a **vision** for sustainability in their school.

Areas each enviroschool might explore, and take action on, as part of their journey include:

- **Waste** minimisation
- **Water** quality
- **Water** conservation
- **Energy** conservation
- **Biodiversity** at school and in the community (in 2009 students in enviroschools nationally planted over 31,000 trees – reducing carbon dioxide emissions by 7,043 tonnes)
- **Food** gardens
- Sustainable **travel**



Schools also develop strategies around the **social, cultural and economic** aspects necessary for meaningful behaviour change.

How does the Enviroschools Programme support this?

Each enviroschool has a **facilitator**, usually funded by the local council, who builds a relationship with the schools. The facilitator helps them to use resources and networks as they develop their own pathway towards a more sustainable future. Enviroschools resources include:

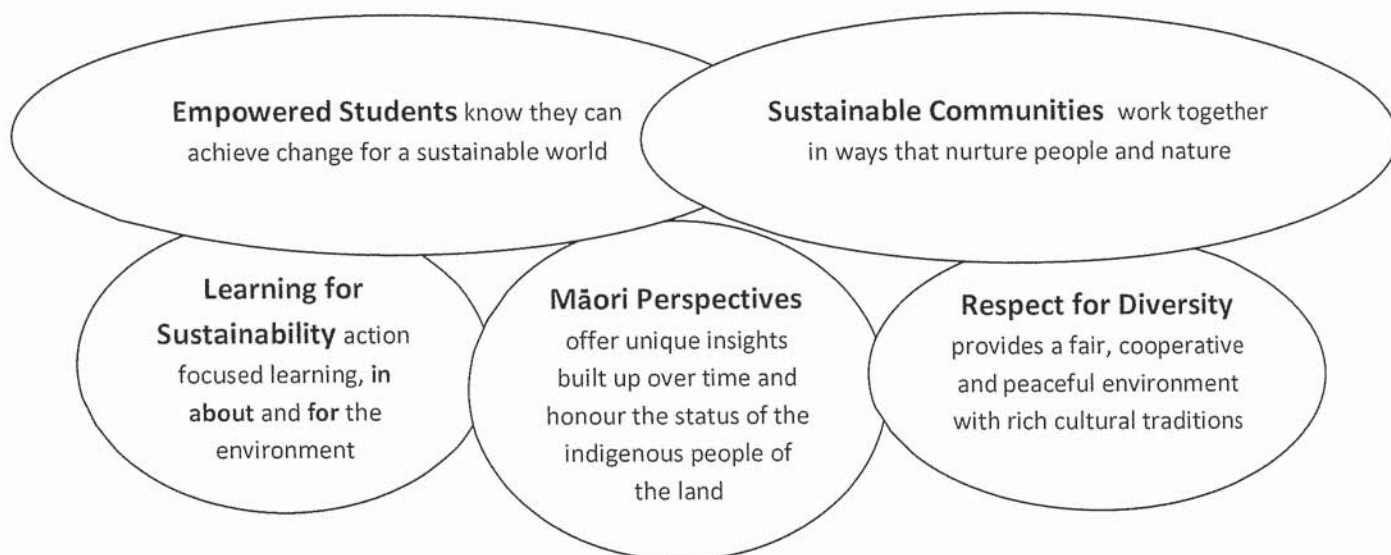
- the **Enviroschools Handbook** outlining the underpinning philosophies of the Programme and some tips for getting started
- the **Enviroschools Kit** full of activities and approaches a school can use to help guide their journey
- **DVDs** showing examples of enviroschools action and approaches
- **Enviroschools Scrapbooks** showing examples of what schools have achieved in the past

The facilitator can:

- Assist the teachers to incorporate sustainable thinking and action into school practices and programmes
- Arrange networking opportunities between groups of schools and/or between schools and community groups
- Keep schools informed of upcoming opportunities
- Help schools to reflect on their progress towards and celebrate their successes

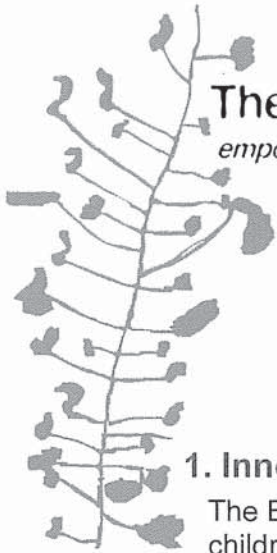


Enviroschools is a whole school approach (rather than a series of one-off events that some classes engage in). The approach is guided by the principles of the Enviroschools Programme:



Empowered students become decision makers as they work through the action learning cycle with their teachers and other adults in the community. The programme incorporates an optional **awards** process to celebrate achievements at points along the journey.

Schools **network** with other schools on a similar journey throughout the region and the country, **share** ideas and **celebrate** their progress. Over 700 schools across the country are part of the Enviroschools network. This includes kura kaupapa, early childhood, primary, intermediate and secondary.



The Enviroschools Foundation

empowered students...sustainable communities

Empowered children and young people, intergenerational learning, regeneration of communities and ecosystems and development of an ecological economy – the future is open and waiting for us to create it - ancient wisdom and future innovation will combine to bring about the changes.

1. Innovation and diversity

The Enviroschools Foundation is a not-for-profit trust that enables children and young people to be active citizens contributing to ecological regeneration, social change and the creation of healthy and sustainable communities. Our programmes are:

- **Enviroschools:** a whole school approach in schools and early childhood centres with strong links into the community.
- **Te Aho Tū Roa** (the long standing thread): working with tamariki and rangatahi, whānau, hapū and iwi through kura and wharekura.
- **Youth and Community;** post school youth and community initiatives.



2. A national hub with regional implementation

The Enviroschools Foundation's programmes are implemented regionally in partnership with a network of over 60 organisations. In less than 10 years Enviroschools has gone from being a seed funded project to a nationwide movement.

Our network now includes 745 schools, kura and early childhood centres – 26% of all New Zealand schools and over 225,000 children and young people.

The Foundation enables this high level of school and community action by providing leadership and a range of services to the regions, including:

- strategic direction, innovation and project opportunities
- a hub for partnerships between a large number of diverse organisations
- an action-learning approach to solving environmental, social, economic, and cultural challenges faced by our communities
- training, mentoring and educational resources
- research and evaluation and programme development

3. National and international growth

There is high demand in all regions and the programme continues to grow. In addition, the Foundation is receiving an increasing number of international enquiries and we are now working with organisations in Chile, Argentina, Singapore and Brunei.



Appendix 3: Introducing the Enviroschools Foundation

4. A high value organisational model

The Enviroschools organisational model is an effective approach that adds value to individual investment contributions. The model enables regions to share resources, instead of each developing their own, and build on best practice, instead of each region starting from scratch. Development costs are reduced and programme growth and innovation is increased.

The dollar value of the nationwide programme is \$3.5 million per annum. In addition to this there is a large voluntary component engendered by the goodwill within the network.

	Investment Contributors	\$ Value of contribution
Regional implementation – supported by 60+ organisations	Local Government Community Agencies Local businesses	2.5 million
National hub activities run by The Enviroschools Foundation to enable regional implementation.	Central Government Philanthropic Grant makers Corporate Sponsors Self-generated income	1.0 million
		3.5 million p.a.

5. Long-term benefits to a wide range of communities

A diverse range of schools and communities are involved in the Foundation's programmes - rural and urban, schools in deciles one through ten, early childhood through to secondary, schools that teach in the English language and in Te Reo Māori. Evaluations report a range of beneficial outcomes:

<p style="text-align: center;">Environmental</p> <p>Enhanced biodiversity</p> <p>Reduced waste to landfills</p> <p>Reduced energy and water consumption</p> <p>Protected, healthy waterways</p> <p>Increased use of public transport, walking and cycling</p>	<p style="text-align: center;">Educational</p> <p>Knowledge and understanding of environmental issues and ecological concepts</p> <p>Action competence – developing skills and abilities to go from an idea to action</p> <p>Students engaged in learning by real-life projects – suits a range of learning styles</p>
<p style="text-align: center;">Economic</p> <p>Financial savings for schools</p> <p>Reduced pressure on infrastructure such as water reticulation, stormwater and landfills</p> <p>Students running entrepreneurial enterprises</p> <p>Links between schools and businesses</p> <p>Increased interest in local sustainable products</p>	<p style="text-align: center;">Social and Community</p> <p>Increased participation in local issues</p> <p>Increased health and physical activity</p> <p>Youth leadership amongst peers and in the wider community</p> <p>Valuing of Māori perspectives and knowledge</p> <p>Respect for diversity of people and cultures</p> <p>Reduction of bullying and vandalism</p>

Through students leading projects in their schools and communities, Enviroschools acts a catalyst for positive environmental changes within households as children and young people take home the motivation, knowledge and skills to make change.

Statement of financial performance

for the year ended 31 December 2010

	Note	2010 \$	2009 \$
Revenue			
Revenue	1	1,592,545	1,830,209
Interest Received		11,593	3,283
Stock movement	2	(6,431)	(10,356)
Operating expenses	3	770,860	816,942
Gross surplus		839,709	1,026,906
Expenses			
Project expenses	4	901,416	868,532
Non cash items	5	5,396	10,373
		906,812	878,905
Operating surplus/(deficit)		(67,103)	148,001

These statements are to be read in conjunction with the notes to the financial statements



The Enviroschools Foundation

Annual report for the year ended 31 December 2010

Balance sheet

as at 31 December 2010

	Note	2010 \$	2009 \$
Equity		193,299	260,403
Current assets			
Cash and bank balances	6	287,797	456,161
Accounts receivable		43,945	249,612
Interest receivable		187	237
GST refund due		18,535	-
Inventories	7	43,487	37,056
		393,951	743,066
Non current assets			
Property, plant and equipment	8	23,916	28,797
Total assets		417,867	771,863
Current liabilities			
Accounts payable		39,501	22,239
Funds received in advance	12	185,067	431,933
GST payable		-	57,288
Total liabilities		224,568	511,460
Net assets		193,299	260,403

M. Price 18/3/11
Treasurer



These statements are to be read in conjunction with the notes to the financial statements

Notes to the financial statements

1	Operating revenue	2010 \$	2009 \$
	Government contracts		
	Ministry for the Environment/Te Puni Kokiri	999,257	10,196
	Ministry of Education	194,270	1,682,120
	MfE - Waste Minimisation Fund	21,609	-
	Ministry of Youth Development	18,000	-
	Department of Conservation	1,033	7,901
		1,234,169	1,700,217
	Philanthropic & statutory grants		
	Vodafone New Zealand Foundation	68,966	6,034
	The Tindall Foundation	31,689	42,811
	Southern Trust	10,000	-
	Response Trust	10,000	-
	UNESCO	4,500	-
	Otago Community Trust	1,500	-
	Pub Charity	-	10,000
		126,655	58,845
	Donations & sponsorship		
	Sponsorships	113,000	-
	Donations	54,340	9,263
		167,340	9,263
	Operational income		
	Resource Sales	33,118	47,729
	Activities Income	27,091	13,618
	Miscellaneous Income	4,172	537
		64,382	61,884
	Total operating revenue	1,592,545	1,830,209
2	Stock movement	2010 \$	2009 \$
	Opening Stock	37,056	26,700
	Closing Stock	(43,487)	(37,056)
		(6,431)	(10,356)



Notes to the financial statements

3	Operating expenses	2010 \$	2009 \$
	Salaries and contractor payments	657,874	672,286
	Office premises	27,581	27,901
	Travel	19,398	30,582
	National Workshops and Meetings	15,700	31,075
	Staff support and development	12,571	12,110
	Telecommunications and IT	11,344	13,782
	General expenses	8,451	8,358
	Trust Board	8,264	6,837
	Printing, stationery and post	4,248	6,209
	Accounting	2,457	3,312
	Audit fees	2,000	2,000
	Professional fees	500	1,480
	Insurance	473	464
	Interest expense	-	548
		770,860	816,943
4	Project expenses	2010 \$	2009 \$
	Regional Capacity Building Partnerships	318,726	303,485
	Te Reo Maori resources and Kura Support	189,300	40,154
	Youth and Community Projects	102,512	119,574
	Training Workshops and Hui	66,903	98,605
	Regional Events Support	62,882	15,663
	Data Gathering and Research	51,764	12,432
	Project - Early Childhood and Secondary	34,497	4,974
	Annual Scrapbook	32,181	30,868
	Ecological Building and Energy Projects	19,162	26,045
	Other Resources - including web	14,538	75,044
	International Partnerships	7,919	4,887
	Conservation Project/DOC partnership	1,033	1,201
	Enviroschools Kit print and development	-	129,222
	Sustainability Directory	-	6,378
		901,416	868,532

