

## 9. ARBOR DAY 2001

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Corporate Plan Output: Environmental Promotion/ Parks Education	

The purpose of this report is to advise the Board of this year's Arbor Day programme and to gain its support for the proposed Arbor Day Schools Programme for 2001.

### **Arbor Day Schools Programme**

During 1998/99 a review of the Arbor Day activities within the various Community Board areas was undertaken by staff members in an effort to introduce a consistent programme across the city. As a result, five community boards (with the exception of Spreydon-Heathcote) each set aside \$2000 for the introduction of an Arbor Day Schools Programme that was to be undertaken within each board's area of responsibility.

Spreydon-Heathcote Community Board opted to continue to operate its own Arbor Day programme, whereby schools are offered shade trees through the Area Parks Officer for grounds enhancement, shelter and shade. Spreydon/Heathcote schools that took up this offer were not under any obligation to involve pupils or to incorporate the planting programme into classroom learning activities.

This year's programme was based upon offering all schools the opportunity of plants for school planting programmes within the school grounds as a part of their Arbor Day or Conservation Week activities on the proviso that:

- The schools provided a planting plan
- The schools placed mulch over the planted area (the compost facility offered "Living Earth" mulch at a reduced price)
- The schools involved the pupils in the planting and maintenance of the plants provided
- Messages learnt during the planting were followed up and reinforced within the classroom (activity sheets were made available through Environmental Policy and Planning Unit and the Parks Unit).

On-site assistance was available to all participating schools and was the responsibility of the Park Ranger Service. Schools that requested the services of the Park Rangers are noted in the table below. The Rangers ensured that the correct ground preparation was carried out and that plants were appropriately planted. They also provided an education component on the day – covering the importance of caring for our natural environment, including local parks and green spaces.

## Participating Schools for 2000

<i>Ward Area and School</i>	<i>Funds spent per ward area</i>	<i>Request for Ranger Visit</i>
<b>Burwood</b>	<b>\$400</b>	
North New Brighton		Visited
Parkview School		Visited
St Pauls		
Windsor School		Visited
<b>Pegasus</b>	<b>\$200</b>	
Central New Brighton		Visited
St James		
<b>Riccarton</b>	<b>\$100</b>	
Our Lady of Victories		Visited
<b>Wigram</b>	<b>\$500</b>	
Canterbury Christian College		
Gilberthorpe		
Hogben School		
McKenzie Residential		Visited
Sockburn School		
<b>Shirley</b>	<b>\$400</b>	
Glenmoor School		Visited
Hammersley Park		
Maurehau School		Visited
St Albans		
<b>Papanui</b>	<b>\$200</b>	
Casebrook Intermediate		
Saint Josephs		
<b>Fendalton</b>	<b>\$900</b>	
Burnside School		Visited
Christ the King		Visited
Fendalton		
Ferndale		
St Andrews College		
St Patricks		Visited
Waimairi		Visited
Wairakei		
Merrin		Visited
<b>Waimairi</b>	<b>\$600</b>	
Breens Intermediate		Visited
Harewood		Visited
Isleworth		Visited
Kendal		
Roydvale		
Westburn		
<b>Hagley</b>	<b>\$500</b>	
Christchurch East School		
Emmanuel Christian School		Visited
Linwood Intermediate		Visited
Phillipstown		Visited
Richmond		Visited
<b>Ferrymead</b>	<b>\$500</b>	
Bromley School		
Linwood Avenue		Visited
Sumner School		
Tamariki School		
Woolston		Visited

A total of 43 schools declared an interest this year (out of 137 primary and intermediate schools). Because of the time commitment involved it is unrealistic to expect all schools to participate every year. However, by offering the programme on an annual basis schools can take up the offer when they feel they have the time to give serious consideration to the educational aspect.

In the Shirley-Papanui Community Board area high schools were included in the mail-out as requested by the Board. As suspected, there was no buy-in at this level probably due to the difficulty of involving secondary students who are restricted by timetable constraints.

## **Evaluation**

Letters of support from some of the schools involved show that the programme is filling a need as well as meeting our own objectives. Below are some comments taken from letters sent in from students from Room 15 of Windsor School that were involved in the Arbor Day programme:

*“When you came to room 15 you told me heaps of things I did not know. I like the way you ate the huhu grub. I live by the forest and me and my dad and sister go bike riding on the trail and I go horse riding in the forest to and its very fun. Thank you for telling us new things we had not heard before.”*

*“Thank you for coming to teach us about Bottle Lake forest. I never knew that the huhu beetle is the biggest native beetle. I think that Arbor Day is a good thing to have.”*

*“Thank you for teaching us about huhu beetles. I didn’t know about Arbor Day.”*

*“Thank you for telling us about huhu grubs and huhu beetles. It was a lot of fun. I never even knew that a huhu grub turned into a huhu beetle.”*

Follow up telephone calls were made to those schools that did not register after the initial promotional mail-out. As a result more registrations were secured and those schools that did not take up the offer were encouraged to say why they had not registered and what they thought of the programme. Comments were very positive and the majority of teachers and principals spoken to indicated that they would be interested in participating in the programme at a later date.

The Riccarton-Wigram Community Board added to the programme in its area this year by providing schools with the added bonus of the opportunity to use the services of a landscape architect for a half hour consultation. Those teachers spoken to within other board areas supported the opportunity to consult with a landscape architect as introduced by the Riccarton-Wigram Community Board.

Participants approved of the flexibility the programme provided by giving schools the option of planting at different times of the year. The opportunity for schools to build on areas established in future years was also seen as a positive factor.

## Community Planting Days

Historically, an Arbor Day budget has been held by the Parks Unit for a variety of community Arbor Day activities that should continue to be supported through this source. The budget of \$11,400 is usually split between the community planting days undertaken in each community board area, involving various community groups, as listed below:

	<b>Participants</b>	<b>Organised by</b>
<b>Yaldhurst Bush</b> (part of the Native Trees Please! Programme)	Yaldhurst School	Area Parks Officer, Rod Whearty
<b>Halswell Quarry</b>	Halswell School, Halswell Scouts and Halswell Lions Club	Park Ranger, John Moore
<b>Styx Reserve Dog Park Pond</b>	Lemon Villas Team, and Kids Festival Programme	Park Ranger John Parry
<b>Taylor's Mistake</b>	Residents and the general Public	Coast Care
<b>Travis Wetland Heritage Park</b> (some of the activities were undertaken under the banner of the Native Trees Please! Programme)	General public, Native Habitats for Canterbury, Manuka Group, Forest & Bird, Travis Wetland Trust, Simon Johnson & Polytechnic Students	Travis Wetland Trust and Coast Care
<b>South New Brighton</b>	South New Brighton School and the general public	Coast Care
<b>Shakelton Street Park</b>	South New Brighton School	Coast Care
<b>Bexley Wetlands</b>	Bexley Wetland Trust and the general public	Coast Care

## Education and Promotion

Newsprint coverage was the result of media releases sent out by the Council's Media Relations officer. The media releases highlighted a number of notable trees and their history. For example, a half page spread appeared in the garden pages of The Press entitled "Tree Time". This is the third year this practice of providing information on the various notable trees found in our city has been undertaken. The information gathered could potentially be used for publication at a later date.

An Arbor Day teaching plan, relevant teaching activities and notes on curriculum links were produced for use by participating classes. There is potential for this part of the programme to be developed further in 2001 with the introduction of a teacher through the Parks Environmental Education Programme (funded by the Ministry of Education).

Work continues on the update of two publications:

- **Tree Care and Preservation Booklet** – looks at topics such as tree planting, preservation, care and maintenance.
- **A Guide to Tree Protection** – looks at why and how we protect trees.

The Arbor Day walks and topics promoted through the Leisure Unit's "Active Christchurch" walk series were well received and attended.

### **Funding Details**

Each of the five community boards set aside \$2,000 for this programme. Those schools that registered received vouchers to the value of \$100. Any leftover funding remained in the discretionary fund of the relevant community board.

- Recommendation:**
1. That the information be received.
  2. That \$2000 be confirmed for the provision of trees for Arbor Day plantings in school grounds for the 2000/2001 financial year.