

RURAL – Learn for Life

Junior Division

Team

Single Year

RURAL Learn for Life TEAM PART 1 PROJECT OVERVIEW: AREA OF CONCERN

Hukerenui School is situated in a rural community in the Far North of New Zealand. The school, located 30 km north of Whangarei City, has a rich farming history. When neighbouring Towai School closed many students chose to attend Hukerenui School, extending our community's area. 99% of our school families live on rural land. Because Hukerenui School was downsized from a District High School to a primary school, it sits on 4.5ha of land. 36 % consists of buildings, leaving 64% of land to maintain. We surveyed our students to find out the usage of the grounds during play times. Students were not using much of the grassed areas mainly because many are "out of bounds". Students are only allowed on 28% of our grassed land and 72% is not used. The Ministry of Education (MOE) only pays for maintaining half of the land. We studied the school's financial statements and found: Grounds income from MOE = \$1,954.00 pa; Costs = \$5,691.43 School's contribution = \$3,738.43. There are some positive aspects to this situation. The Board of Trustees pays extra money to keep the extensive grounds tidy and negotiated with our community to keep our waterline for a free supply of water. Our Parent Teacher Association is great at raising funds as we have a shortage of money for educational equipment. To keep up with modern learning our school provides E-learning tools like computers and iPads to students but they are expensive. Luckily we have a senior playground, a huge sand pit, a junior playground, pool and an Astro Turf court but these areas cover only 7.8% of our grounds. Agricultural day is very important at our school which uses our land space very well and attracts wide interest from the community who value the rural identity of our school. Our teachers like authentic learning and encourage us to be enterprising. We have a worm farm and bee hives which provide exciting real life learning. We have been collecting and selling honey at school and recently caught a second wild swarm of bees! The bee society helped put together the second hive for us. We bottle our honey using the kitchen and equipment in the technology centre. Students from 6 other schools also attend this centre. But there are downsides also. Our bee teacher is not able to look after the bees anymore. The caretaker spends many hours mowing lawns and cutting hedges in the unused area of our grounds. We interviewed him and found that it takes 5 hours to mow the lawns at least 3 times per month. This equals 180 hours per year and the equipment is expensive to run and maintain. We inquired into the cost: Repairs + Maintenance: \$2, 232.48; Caretaker time: \$2,934.00; Fuel: \$524.95; Total: \$5,691.43p.a. Our playgrounds provide fun spaces but were built so far apart it is difficult for duty teachers to see everyone so many places are out of bounds. An area was planted many years ago with native trees but is out of bounds as it is neglected and unsafe to use. As rural children we can see that a valuable resource in land space is presently not being used effectively.

CHALLENGES IDENTIFIED: 1. Our school land is not very well used. This may be a challenge as it is big and it may be difficult to find affordable ways to develop it more effectively. 2. Many of the grass areas are far apart and out of bounds. This may be a problem as it may be difficult to find ways to use the land safely because kids love to take risks. 3. The Ministry of Education only funds to maintain half of our land. This might be a challenge as the school funds the rest with money that could be used for educational resources instead. 4. The caretaker spends many hours mowing lawns we are not allowed on. Grass grows all the time and it would be difficult to keep the school grounds looking tidy if he did not mow it. 5. Our caretaker uses big machinery to mow and maintain the grounds. The equipment he uses is expensive to maintain and we could use the money and time for our education. 6. Our grounds are so big that it is hard for the duty teachers to see everywhere. We are a small school and don't have enough duty teachers to cover all the areas so we will be unsupervised which is not safe. 7. There was a native bush planted many years ago and it is unsafe to use. It could be difficult to maintain. 8. As we are only children it may be a challenge to convince the adults in the school and community that there are better ways to use this land.

UP: Because our school has been downgraded from a District High School to a Primary School, the vast areas of land are not fully used. How might we, the Hukerenui School Rural Team, use the large amounts of space our school contains more effectively so that Hukerenui students are able to benefit from the authentic learning opportunities that land could provide in 2014 and beyond?

ALTERNATIVE SOLUTION IDEAS

1. We will provide a selection of options on a survey for our classes so they can be involved in selecting areas of interest relevant to rural learning for the students. 2. We will develop the land with authentic learning resources relevant to students living and learning in a rural environment so that they can participate in using our land more effectively while enhancing their learning. 3. We will make and provide teacher resources and teach

this topic content to the classes so that it is easy for teachers and students to participate and sustain the care and learning of each initiative in 2014 and beyond. [4](#). We will teach each class how to make products from the programmes for personal or marketing purposes so they understand why farmers grow crops and keep animals. [5](#). We will share our authentic learning programmes with our Technology Centre's teachers so they can include this in their future planning; to be used by 6 more schools attending this facility. [6](#). We will find experts to help develop and teach us about possible authentic learning initiatives, so that we can minimise risks; and enhance our students' education and financial literacy. [7](#). We will find sponsors to help us develop these authentic learning programmes on our land so that we can minimise our financial risks and afford the development of the land space. [8](#). With the help of sponsors and experts we will plant a crop such as maize so that we can use larger amounts of our land more effectively. This will help us to learn in science, technology, and agribusiness and will develop our skills in learning to communicate with contractors. [9](#). In Science we will learn about soil so that we understand the effect this might have on production levels and how to deal with it. [10](#). With the help of rural businesses and farmers we will fence a paddock and loan farm animals so we can learn to keep farm animals and use our land space effectively. [11](#). We will reclaim our school's native bush so it can be used by our students instead of being out of bounds. [12](#). We will access local and iwi (Maori tribe) knowledge about the historical use of native plants so that we can learn how to identify plants and make natural remedies from them for everyday use. [13](#). We will enhance our bee hives by developing our knowledge and planting suitable plants so that we can continue to keep bees and use their honey and wax as ingredients to make products as part of real life learning. [14](#). We will learn to extract essential oils from the plants on our grounds so that we can use these in different products and develop our knowledge of how oils are used for medicinal and other products. [15](#). We will use some of our vacant land to plant lavender so that we can use more land, learn how to grow it and use it for science and technology. [16](#). We will find a nursery to support us planting an orchard so that we can use our land more effectively and provide learning opportunities and produce for our classes and the technology centre in the future. [17](#). We will organise a Market Day to showcase and sell produce from our authentic learning experiences to involve our community and develop enterprising initiatives further in 2014 and beyond. [18](#). We will encourage the BOT to develop a policy to sustain the implementation of our authentic learning programmes and support the on-going development of the special agricultural identity of our school.

PLAN OF ACTION: Our plan of action has 3 main parts. **1. Using our Land:** Our plan is to develop and resource as much of the available land for education as possible. By reducing the amount of time our caretaker spends mowing lawns, he can be used to help support us with hands-on learning opportunities. We plan to start by planting maize and tidying up the existing native bush **2. Finding a network of support:** We will find sponsors and experts to help us achieve our goals. We want to develop on-going partnerships with sponsors to support us financially; with experts to develop our educational knowledge and in turn acknowledge them as valuable partners. This will create a culture where money is not the main goal, but authentic education is. A further opportunity for network support is to include our wider community in an annual market day where we sell the products we make from our authentic learning projects. **3. Developing Authentic Learning Programmes:** We understand children participate better if learning has a purpose. Learning outside is fun and we will find skilled people to help us develop learning programmes for the land that will interest students and teachers. We want to enhance knowledge through real life learning; teaching us skills for life. We will plant maize, an orchard, support our bee hives by planting and learning about lavender, use our own honey and wax to make products for ourselves, the school and market day. To learn farming skills, we will build an enclosure to keep animals; loan animals from farmers in the community; reclaim our native bush, learn about native plants and make natural remedies like balms. We will develop, teach and provide all teaching resources to make sustainability of learning easy and organise rotations for classes to participate in all initiatives each year.

TIMELINE: **Aug 2013** Contact Pioneer seeds to support planting of maize on school grounds; Survey students re interests; Get donations of fruit trees; Plant orchard. **September 2013** Organise planting maize; Find contractors to help. **October 2013** Plant maize. **November 2013** Find expert to help us learn about lavender; Find plants; Learn about bees; Bottling honey; Labelling honey; Include technology centre; **February 2014** Find expert to help us identify plants in native bush; Design, measure animal enclosures; Find materials; Write to businesses **March 2014** Find expert for growing, harvesting and producing products from lavender; Create lessons, information packs and games for classes for planting maize; planting and using lavender; learning how to care for animal in paddock; care and use of the orchard; looking after our bees and learning to use honey and

wax in products; Harvest 1st crop of maize, weigh and compare maize hybrids, send away to be dried to measure dry matter of each hybrid. **April 2014:** Thank sponsors; Plant lavender; Find experts -make remedies from our native plants and lavender. **July 2014:** Build animal enclosure **August 2014:** Teach lessons; give resources to classes; Teach making products **September 2014:** Plan 2nd maize crop. Compare viability **October 2014** Alpacas arrive -invite sponsors to the launch; Stall at Ag day to inform and share with our community of our initiatives; BOT write policy for sustainability. **November 2014:** Organise market day to sell and show products students make from initiatives of their real life learning; survey students to find their preference for farm animal for Term 1, 2015. **February 2015** Sustain programmes –new timetable/ teaching of classes; plan expanding lavender and orchard, find animals to loan per student preference surveys **March 2015:** 2nd Harvest of maize; 2nd analysing hybrids (trial). Teachers continue integrating teaching and learning of initiatives with technology, science, maths, reading, writing, social studies with experts and enterprise. **April 2015:** Liaise with teachers which initiative they are rotating to and support.

PART 2: IMPLEMENTATION OF PLAN: ACTIONS AND OUTCOMES TO DATE

Maize: We asked Pioneer Seeds for advice and donations to plant maize. Their Regional manager thought our land space was too small to get contractors to help but he liked our idea of students learning to grow maize and suggested finding 5ha to lease close to school. If successful, Pioneer Seeds would give us all the seeds and plant a maize trial on about 1 ha of our grounds and teach us growing, measuring and comparing new hybrids. He said this would give chance to convincing contractors to include it when working on the 5ha close by! This was a big change from our initial plan, but we searched, found Mr Dave Dent and made a presentation to him. He loved our idea and agreed to lease us land and even buy our maize! This was a major achievement as this meant we could learn real farming and a maize trial could be planted on school land. Before signing the agreement we invited a rural bank manager to help us do a SWOT analysis to decide what our risks were. We included the Year 7+8's who would be sustaining this to learn about enterprise and agribusiness too! It was very exciting and the A-Maizing Maize Company was born! A local farmer taught us to take soil samples and send it to the laboratory for analysis. The learning had begun and we were doing it ourselves.

We learnt to ring contractors, negotiate deals, co-ordinate times and got the planting underway. Also about soil analysis, ordered fertiliser and were lucky a helicopter contractor spread urea on our 5ha for free! By avoiding weed killers on our maize trial, we had to hand hoe the entire area and realised it would be impossible to do 5ha like this! We learnt the importance of growing big plants and that weeds take all their food. We spread urea on top of the plants by mistake and nearly killed them. Luckily we realised our mistake, scooped it off the leaves and hosed it down for the next two days! We designed and made bags in the technology centre to help us spread it properly next season. Experts taught us about pests. We checked the maize each week and found the little monsters every now and then. Luckily our maize kept growing. We learnt about the stages of growth in a maize plant, measured hybrids and rainfall on the school trial. Pioneer Seeds gave us sweet corn seeds and each class harvested their own to take home. We thought we could sell some but because we picked them all at once we quickly learnt of shelf life! Learning the jobs of contractors and watching the huge machines work the maize brought great excitement as the whole school would go and watch.

The combine harvester was the best! We created a picture timeline so all students can follow the progress. Many contractors came to our classes to explain their jobs and how they fit in the timeline of planting and growing maize. Our Board of Trustees agreed to loan us money to pay for fertiliser and a sign to acknowledge our sponsors. We worked with the trial manager to mulch and weigh some wet matter of each hybrid. He left us some wet matter to dry so we could compare the weights. We learnt farmer's value weight per dry matter - the nutrients in cow food. To thank our sponsors we acknowledged them on a big sign in the maize field. We also held a morning tea and presented each a Certificate of Excellence with photos of them working on our land. Mr Dent presented our cheque of \$12,000 for the maize crop at the morning tea and everyone pledged their support for the following season! We calculated our profits and losses, and are considering commercially leasing 10ha to plant more maize and learn about true enterprise. Using land space to enhance our education is a major success due to planting maize! **Native bush and medicines:** Dr Pitman helped us identify many trees and weeds and gifted us more plants. The Enviro leaders helped us clean up the bush and because the maize trial replaced lots of grass our caretaker could help too. Unfortunately the neighbour's pigs smelled the newly planted soil and up rooted a lot of our plants. Dr Pitman taught us to make an infusion for ailments from our own Manuka leaves! We bundled Manuka, attached information about it and sent it to all our families. Rixt

Botello, a medical herbalist taught us to make balm using Manuka leaves and wax from our bees. It was exciting to give some to our secretary for students' cuts and itchy bites. It was difficult to extract the oil so we bought a bench distiller from our maize profit and are extracting oil from our lavender and native plants. Aroha made teaching resources and games to identify native plants, and made Manuka balm with the students. Even 5 year olds can do it now. [Animal enclosure](#): Jasmine wrote and phoned Rural Supply Businesses asking for materials to build an animal enclosure. She measured out the area and worked out what will be needed for the animals. She rang to follow up and most sponsored the materials they were asked for. We visited to thank them for their support. We had a few problems. We still needed strainers and nr. 1 posts but luckily Mr Dent agreed to pay for those! We struggled to get the fence up because there was a lot of flooding at the time and nobody could help. A local fencer gave us a good price to do the work and we used some of our maize profits to pay for this. The troughs were so heavy we had to get a tractor in to put them in the paddock. [Alpacas](#): Jasmine found a local Alpaca farmer who is loaning us 2 tame Alpacas and are teaching us to care for them. The shearer even came to school so we could watch! The farmer gave us lots of Alpaca fibre and we have learnt how to clean and card it so it is ready to felt. We bought a spinning wheel with our maize profit and will be taught to spin wool. It will be fun to use our own wool in knitting class! Jasmine made all the Alpaca teaching and learning resources, taught the students about caring for them before they arrived so everyone knew the rules. She taught them felting with Alpaca fibre and everyone is excited to make more products. We surveyed to find out which animal students would like next and they chose Alpacas again! [Lavender](#): Eliza and Makenna wrote to Mrs Cottle a lavender farmer. She came to teach us about different species and to grow cuttings. We grew some ourselves before she came and all our plants died! We learnt we should have planted them in grit. She helped us find the best spot for lavender and donated some plants. We visited Alter Natives nursery who donated more lavender plants. Our maize trial manager and a neighbour of the school also planted some cuttings for us. Planting lavender was a huge job! We planted them in tyres so they could be well drained but are also now preparing soil in a warmer more protected spot. We made money from our maize project which paid for a still and we distil lavender oil! Eliza developed learning resources for lavender and games to help students learn the facts for caring for lavender. She taught them to dry lavender, make lavender bath salts, play dough and lavender biscuits. Everyone is excited about making and using lavender products. [Bees](#): Makenna made teaching resources and fun learning games for the classes. She researched how to use the wax and honey best and taught the students to make honey lip balm. We applied for a grant from the NZ Environmental fund to buy more bee suits and got \$1,800! She approached the Bee Society and now Mr Christensen often takes us to the bees. The president of the society took her written journey to showcase at their annual expo telling schools they will support them when they are at the standard of Hukerenui School! They continue to support bee learning at school. One hive died and we learnt the excluder was never taken out during winter. We have to learn to gather and clean wax for our balms. [Orchard](#): To learn about horticulture and provide us with ingredients, we drew up a plan and asked for help to plant an orchard. Green Gables advised where to plant our trees and how to look after them. Our community donated 24 trees. The soil was difficult to dig so our school's cleaner offered to dig the holes for us. We had huge problems with pigs uprooting the soil and had to chase them out many days! Katie developed all the resources for the orchard, taught students to identify trees by their leaves, to find pests, disease and care for the trees. Students made lemon ice blocks and dehydrated fruit with her and learned the value of an orchard. [Market day](#): Students made products using raw materials from the programmes, learned about enterprise and marketing their products. Makenna developed a model for market day. We supported her and helped all classes make their products, ready for selling!

ORGANISATION: All of us were maize company directors but Katie created a working model for planting and learning and developed the orchard. **Jasmine** organised the whole animal enclosure, borrowing of animals; then we visited all who contributed. **Eliza** wrote to experts, found plants, organised topsoil and planting days. We helped each other get ready for teaching lessons. **Aroha:** Learning and reclaiming of the native bush; Finding experts, making balms, extracting oils. **Makenna:** Bees, bee society and market day. We helped each other get ready for teaching lessons to every class – first content, then to use the produce for enterprise. We created a teaching resource for each teacher of each initiative. **All of us:** Photos, interviews, surveys, use of land space calculations, letters, visits to sponsors and experts.

RESOURCE IDENTIFICATION AND UTILIZATION: [Maize experts, land lease, chemicals:](#) Pioneer Seeds, Northland Seeds, Balance Fertilizer, Avoca Lime, Dave Dent, Evan Smeath. [Maize contractors, experts:](#)

Sowry planting and harvesting, Thomas Tractor planting, Rouse cultivation, Jim Brewin spray out, Scottie Booth helicopters, CR Barnes carting and spreading. [Paddock](#): Busck concrete, Croft Poles, RD1, Rural Direct, Douglas Parsons - Fencing contractor, Jocelyn Yeoman, Dave Dent, Derek Barnes. [Animals and fibre](#): Jocelyn Yeoman, Anna Judkin, Helen Hayes. [Orchard](#): School community, Green Gables landscaping. [Lavender](#): Cottle Hills Lavender, Jill Cottle, Alter-Natives, Yannick Le Lagadec. [Native bush](#): Dr. Ben Pitman, Rixt Botello (Medical herbalist). [Bees](#): NZ Environmental fund (\$1,800), Whangarei Bee Society. [Sustainability](#): BOT, teachers, management. [Teaching and learning support](#): Experts, mentors, teachers, ICT.

ACCOMPLISHMENTS AND SCOPE: [Use of land](#): We measured the % of land use by drawing a grid over a scaled map of the school and were lucky the squares totalled a 100. This made converting the spaces to % very easy. It took a lot of thinking before we came up with this plan. Our calculation shows we have successfully increased the use of our available land space more effectively by **71%**. We have provided a variety of sustainable resources. All initiatives increased effective use of land space and we already extended the lavender and have scope for more fruit trees. Ag day used to be the only programme that used our land space well. Our land is now used effectively 365 days per year and our caretaker has gained **8 hours** per month to support learning on the land. [Community and support](#): A major achievement was finding many sponsors, creating an extensive network which brought enormous financial and educational success. They voiced their excitement to support real life learning. Businesses, contractors and experts sponsored and supported us to plant maize, lavender, and an orchard, build a paddock, provided farm animals to learn about, reclaim our native bush, learn about plants and using them for medicinal remedies and enhance our bees that provide us with honey and wax. Learning to make products brought a new level of education and enterprise that will continue to support us. Our community is pleased with how it enhances the school's rural identity and benefit student learning. Information of initiatives such as our maize project was in newspaper articles, TV, magazines, MOE newsletter, the school newsletter and -website. We received a grant of \$1,800 to help pay for equipment to support our bees. A member from the bee society came to teach us to make lavender hand lotion and about emulsions. Our community contributed generously to thank our sponsors at a celebratory morning tea. [Education](#): Our student surveys provided some choice of authentic learning programmes and showed certain age groups prefer similar things. We developed interesting teaching and learning packs with fact sheets, worksheets and games for each initiative. We taught these lessons ourselves. Teachers wished we could get to their classes faster! Feedback proves our authentic learning initiatives are popular with students and teachers. Our knowledge and hands-on teaching resources and lessons are well embedded in our school programme. Our surveys show 100% participation from all our teachers and students and 91% said they learnt more. The Technology Centre provides 6 other schools with learning skills to support future choices. A school in Taranaki has asked permission to follow our maize planting model. We are considering this as we have trademarked it in collaboration with Pioneer Seeds. [Enterprise](#): Learning to grow produce like lavender and maize and use raw materials like alpaca fibre, bees wax and manuka leaves brought opportunities for learning about enterprise. For market day we used enterprise skills to work out cost and profit, how to advertise and made products from raw materials we farmed ourselves. We made over \$1,000! [Maize](#): To find 5ha before we were able to plant maize on school land was challenging, but we succeeded and as a result, we have used **22%** of our land with maize. The 7 hybrids of our trial were nationally acknowledged in Pioneer Seeds' of hybrid magazine of hybrid performances. We learnt to be real farmers - a major achievement! A rural bank manager helped us do a SWOT analysis to identify risks. Most contractors and businesses sponsored us fully to support our resources. Our maize hybrid P0791 gave us a yield of 21 tonnes per ha and Pioneer Seeds pledged continuous support for planting a maize trial on school land. We made \$5,000 profit on our maize. This profit helped buy the still, pay the fencer, buy tools, a spinning wheel, our sign and grow our maize business. We secured all our sponsors for our 2nd season but a huge achievement is that we have learnt planting more maize and leasing land commercially could make \$10,000 per 5ha and provide paying jobs! After a long search we have recently found some land and are negotiating. The Yr. 7+8's have already developed their learning to the next level – they re-organised their managers, the lease, are phoning contractors - driving their own learning. Our community continues to be involved and the network supporting our rural learning is widespread! 2015's crop is about to be harvested! We have already picked the sweetcorn and ate some at our school camp! [Animal enclosure](#): We were sponsored all materials, found labour to build the paddock and everyone is involved in farming alpacas. We were amazed that this land area beat the maize! It uses **26.82%**! We have successfully kept and sheared them,

used their fibre and sold the products. [Native bush](#): A huge achievement is being able to make balms and infusions from our plants and that these are used in school. This has a positive effect as all students are learning about self-sufficiency. Buying a still helps us learn extracting oils from other plants too. Students now visit the bush with the Enviro leaders, using another **7.31%** of our rural asset! [Lavender](#): A great achievement was how successfully students learnt making products from their lavender and how the year 2's made decisions about a better location for the 2nd lavender plantation which is being planted. We learnt to extract lavender oil to make more products for our own use and to sell at Market day. Lavender is now using **4.87%** of our land more effectively and we are planning future use of at least **10%**. [Bees](#): We applied to the NZ Environmental fund. They granted \$1,800 which helped buy bee suits and tools. A major achievement was when one Year 4 student was so inspired by Makenna's lesson that she and her dad made a remedy from aloe vera and oil for her eczema. She said "Makenna put ideas in my head". After presenting to the bee society they now work with us continuously teaching us what to do with the bees. We have revived our bee hive! We "robbed" the bees and were allowed into the honey extraction plant to extract our honey ourselves! We got 37 kg of honey, learnt of food labels and bottled it! [Orchard](#): Our community donated all the trees. We have 24 trees that use **9.97%** of our land and are planning to extend. Katie dried fruit with the students and we are excited about the technology centre using the produce too. [Market day](#): Many people attended market day, bought products and enjoyed discussing our projects. The whole school made products using the information we taught and produce from the land. We made a profit of \$1,000 and bought more tools and lavender plants.

REFLECTION ON OUTCOMES: We feel pleased at the difference our project has made to the use of land space and the development of authentic learning. All the students in our school are continuously learning new real life skills! We faced many challenges and used our strengths to support each other. Finding experts and sponsors was out of our comfort zone. We learnt to research well beforehand. Practising making phone calls to managers helped us get better each time! Preparing resources for teaching challenged us and we had to be super organised; even had blue-tack on pictures! Our efforts to find and farm an extra 5ha of maize provided the opportunity to use a large chunk of school land effectively. Experts taught us with great success. Our profits were a direct result and community support is on-going! It was difficult to manage all 7 projects; following up on letters and ringing managers and contractors continuously. Co-ordinating so many people was tricky. We would never have thought to lease land for commercial maize farming without organising finance and contractors ourselves. We realised chemicals need to be specific to weeds. We did not spray our trial last year; hand hoed the weeds and had a better yield than this year. Understanding risks, profits and losses became essential each time we attempted something and is leading the next steps for enterprise. Students loved learning skills from contractors who provided scope for future careers with a positive effect on learning. Our new skills and knowledge provide us skills for life. Learning how farming contributes to the economy of the community and NZ will be very helpful when choosing future careers. We were excited that profits from the maize funded equipment to support education. Finding our paddock was bigger than the maize trial surprised us. We realised the potential of our lavender field, essential oils, natural remedies and developing self-sufficiency by owning the still and presenting our balms and honey as gifts to visitors is a great promotion for our products! Finding a student making a remedy because of learning with us and catching the teacher's aide picking up balm from the office each day to take to class was significant. Teaching gave us respect for what teachers do. It was difficult to prepare and organise all the materials for our lessons but we realised our lessons were successful when teachers asked when it was their turn again. They congratulated us on being well prepared and how inspired their students were. Students continue developing life skills by rotating through the programmes each year. When planning curriculum overviews for 2015, teachers jumped ahead of us and created class rotations for each term ensuring all programmes are well embedded in the school's learning plans. Our ideas to provide teaching and learning plans are succeeding in helping teachers sustain the projects. We knew we were having a more widespread effect on education when the Teacher for Teachers group in Northland organised a visit of 50 teachers to learn of our initiatives. Our BOT understood the value of the resources and agreed to develop a policy for sustainability. When our sign was stolen paying for it was hard. Our planning for projects to be sustainable is successful and we look back in astonishment of what can be accomplished with community interaction and support. It is especially great to see teachers, students and the community having fun, learning and interacting every day on land that once stood empty!