



TREES FOR SURVIVAL™
Children growing our future

The Trees for Survival Partnership in the Tauranga Region

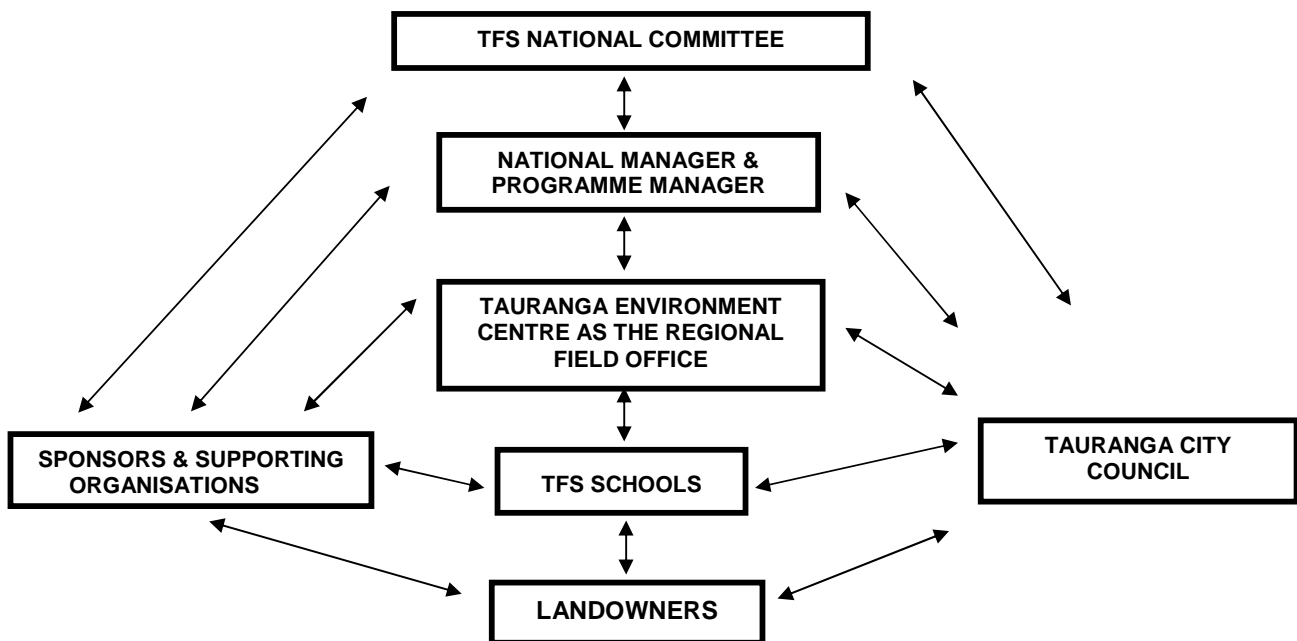
Introduction

The Trees for Survival (TfS) programme was established in 1991 by the Rotary Club of Pakuranga. It was based on a similar concept operating in Australia at the time.

The principal objective of the programme is to help remedy soil erosion and water quality issues on land adjoining waterways, using plantings of native trees grown and planted by school children. However, more recently planting for biodiversity has been recognised as important and added as a goal of the TfS programme.

Since its early beginnings, the programme has grown to have nationwide coverage with plant growing units in nearly 150 NZ schools. It is estimated that the programme involves some 5,000 school children planting approximately 75,000 trees each year.

The TfS programme is a community partnership and the successful achievement of our goal of 'children growing our future' is made possible through the efforts of our partners working together as shown below.



For further information about Trees for Survival please contact either the National Manager at PO Box 11 836, Ellerslie, Auckland 1542, email info@tfsnz.org.nz or The Tauranga Environment Centre, Elizabeth Street, Tauranga, email tgaec.ugp@xtra.co.nz

This booklet outlines the roles and responsibilities of the partners involved in the Tauranga Region TfS programme.

Trees for Survival

National Committee

The Trustees of the Trees for Survival Charitable Trust delegate the management of the TfS programme to the National Committee. This committee meets monthly and is responsible for:

- Reporting to the TfS Board of Trustees.
- The overall coordination and administration of the TfS programme nationally including maintaining partnerships with schools, councils, supporting organisations and landowners.
- Promoting the Trees for Survival programme and arranging funding through grants and sponsorship.
- The management of the financial affairs of the Trust.
- Appointing and overseeing the work of TfS Field Officers nationwide.
- Receiving applications from schools who wish to join the TfS programme, arranging the delivery of plant growing units (PGU) and coordinating the supply of materials, seedlings and associated equipment to schools.
- Helping schools to link with a Supporting Organisation eg Rotary Club or local business to assist with funding and the provision of personnel on planting days.
- Working with all the TfS partners to maximise the learning opportunities for the children involved in the programme.
- Organise contractors to ecosource seed and arrange growers to have the required number and type of seedlings available for distribution in May of each year.
- Working with like minded organisations to encourage more children to plant trees to protect our natural environment.
- Maintaining the website www.tfsnz.org.nz, producing the quarterly TfS Newsletter and circulating regular email Newsbriefs to schools.
- Producing school resources and promotional material.
- Assisting to resolve any problems which may arise.

TfS Regional Field Officer

The Trees for Survival model requires that TfS Field Officers to be responsible for coordinating the TfS programme within their specified area. The Tauranga TfS Field Officer is appointed by and reports to the Tauranga Environment Centre.

The role of the TfS Field Officer is to:

- Maintain an ongoing liaison with Supporting Organisations keeping them informed of, and encouragement to participate in calendared events and be prepared if necessary to promote TfS to interested parties to ensure the TfS programme is being effectively delivered to schools.
- Identify and assist in the introduction of new schools to the TfS programme, in consultation the TfS Programme Manager, by assisting to manage the process from application to programme implementation. This may involve locating appropriate Supporting Organisations to support the TfS programme in the school.
- Involvement may require a TfS Field Officer to:
 - attend and assist with planting days,
 - attend Planting Day Coordinator meetings and pricking out and potting on sessions held at the schools;
 - assist to survey the number of plants available from each school for planting in the upcoming season;
 - liaise with Supporting Organisations and landowners to facilitate communication;
 - advise the TfS Programme Manager of each school's annual calendar of events;
 - maintain the contact database for schools or Supporting Organisations and planting and site monitoring records or for entry to the online database by the TfS Administrator.
- Work with the TfS Programme Manager to coordinate delivery of supplies to schools and in particular the seedling deliveries to ensure that each school has sufficient seedlings to plant a minimum of 800 stems each year. It is usual to deliver seedlings in May, June and July.
- Encourage volunteer involvement and work with TfS Field Workers to maintain the TfS programme.
- Provide a brief status report to the monthly TfS National Committee meeting.
- Carry out other responsibilities as agreed in consultation with the TfS Programme Manager and Tauranga Environment Centre management.

Volunteer TfS Field Worker

A TfS Field Officer, in consultation with the school can arrange for a volunteer TfS Field Worker to assist with the TfS programme by:

- Visiting allocated schools to ensure the Plant Growing Unit (PGU) is functioning effectively.

- Providing support to the school TfS Teacher for pricking out or potting on sessions or as required.
- Attend planting days.
- Survey the number of plants available from each school for planting in the upcoming season and record the number of trees planted by each school.
- Report on progress of the TfS programme as required.

Tauranga City Council

The level of support provided to the TfS programme by the Tauranga City Council is negotiated with the National Committee. This support includes:

- having enough available land in the Kopurererua Valley (or other areas if appropriate) ready for the seasonal plantings, and receiving plants and if requested pick them up from the schools.
- Providing for schools who wish to plant the trees themselves to attend the annual Rotary Centennial Trust community planting day (usually on a Sunday in May) or if they wish to plant them on a school day they can arrange to meet at the Valley (or another area if appropriate) and introduce them to the reserve restoration project, and guide them through a group planting effort.
- The 'value of the gift to the city' from TfS plantings is recorded as a Rotary contribution in TCC annual reports.
- The above level of support is conditional upon Council and TfS reaching agreement on the plant species to be grown, and the Manager: Parks and Leisure agreeing the plants are of a suitable size and quality to be planted on Council land.

Schools

When a school becomes involved in the programme a school TfS Teacher is appointed to implement the TfS component of the school curriculum. For the programme to work well in the school, the TfS Teacher should have a personal commitment or interest in the programme's objectives and commit to overseeing the Health and Safety of the students during their time working with the TfS programme.

The TfS Teacher may work with a grounds person, a parent or someone else involved with the school to:

- Take responsibility for the Plant Growing Unit and ensure the plants are cared for and their growth properly managed. Provide year-long learning opportunities as well as encouraging environmental awareness which are the expected outcomes of a schools' participation in the TfS programme.

- Ensure a secure location for the Plant Growing Unit is established at the school and that the school management arranges appropriate insurance against damage by vandalism. Consult with TfS over PGU repairs and maintenance resulting from normal wear and tear.
- Liaise with the TfS Field Officer, the school supporting organisation/s to ensure the effective implementation of the TfS programme.
- Meet with TfS Field Officer assigned to the school in February and undertake the PGU plant count for the upcoming planting season.
- With the help of students and expert help, provide appropriate care and grow the seedlings to a height suitable for planting (>30cm) and maximize the environmental educational opportunities for the students. Resources and information to assist in this are available from TfS and other sources.
- Ensure that at least one full day in the second or third term is earmarked as planting day on the school calendar. Liaise with TCC (or equivalent), TfS Field Officer, Supporting Organisation and landowner to achieve a mutually suitable date.
- Arrange for the landowner to pick up the plants to be planted approximately two weeks prior to the planting day. This provides the plants a chance to harden off at their new locality.
- Arrange to visit the site before planting day and discuss any special requirements you or the students may have to ensure school policies are applied.
- Prepare a Health and Safety Plan for planting day.
- If assistance to fund transport of the students to and from the planting site is required, liaise with a Supporting Organisation, as soon as the planting site and planting day are confirmed, to agree what assistance can be supplied. Encourage the Supporting Organisation, along with the TfS Field Officer, to provide adult personnel to assist with planting on planting day.
- Seek support from parents to attend planting day.
- Attend the planting day with the students and be responsible for discipline. While it is the TfS Teacher's decision as to who attends the planting day, students who have been involved with the growing of the plants should be encouraged to attend.
- Ensure that the students are suitably attired with closed shoes for tree planting, bring lunch, drink and if not supplied, a spade.
- Be aware that the better part of a day out of the classroom should be timetabled for planting day. This gives the students an opportunity to do a good job planting the trees without the pressure of having to return to school before the plantings are completed.
- Make sure the landowner returns all school materials and equipment, including crates, to the school after the planting day.
- Encourage a liaison between school and landowner so that the long term result of school plantings can be reported to the school.

It is expected that a school with a 6m plant growing unit will plan to plant out no less than 800 plants per year.

Supporting Organisations

Each school participating in the TfS programme has a supporting organisation (SO) associated with it. The SO may be a service club, such as Rotary, or it may be another group such as a business enterprise or landcare group. The SO is arranged by the school with the assistance of TfS and it enters a partnership when a school joins the programme.

The SO may be a

- Unit Sponsor providing the funds to cover the cost of the plant growing unit (PGU) (\$3154+GST) and/or a
- School Sponsor covering the ongoing yearly costs of potting- mix, seedlings, root trainers, wire baskets, fertiliser, water timer repairs etc (\$560 plus GST).

The School Sponsor may also agree to meet the annual cost of providing transport so that pupils can travel to the planting day and/or any additional costs as jointly determined by the SO and school. For example where vandalism is a problem the SO may work with the school to provide fencing or other forms of security.

The Supporting Organisation generally appoints one person as the TfS liaison person who undertakes the following activities:

- Keeps in touch with the school TfS Teacher and provides support if required. This might be helping out with the watering programme during holidays or providing assistance at pricking out time.
- Assist the school, if required, to coordinate transport to the planting site on planting day. If a bus is to be used, the school and the supporting organisation may need to make arrangements to cover the cost involved.
- Ensures assistance of Supporting Organisation personnel at pricking out and potting up sessions in schools as needed.
- On planting day work with the students, helping them plant the trees correctly and ensuring that they have an enjoyable learning experience while also assisting to ensure a ratio of one adult to five students is attained.
- Ensure that members of the supporting organisation are aware of events and progress in the TfS programme.

Landowners

Involvement in the TfS programme requires commitment from the landowner and input of labour and time. This can mean considerable time in the first two to three years in particular. However, it is a rewarding experience to see soil erosion being reduced and the quality of water in adjoining waterways improving with the resulting benefits in biodiversity on their land as the trees become established.

Landowners in the TfS programme undertake to:

- Fence off the planting site, as appropriate, prior to planting, with a permanent stock proof fence and ensure the fence is maintained in future years.
- Prepare the planting site for planting day.
- Liaise with the TfS Teacher and collect plants from the school at least two weeks prior to the planting day and keep them watered and protected from pests. This gives the plants a chance to harden off and will increase their chances of survival.
- Arrange a pre-planting day visit to the site so that the TfS teacher is familiar with the site prior to planting day.
- The planting date will be arranged by the school in consultation with the landowner. It is important that the landowner attend on the day and be prepared to help plant the trees with the students and to encourage the students in their endeavours.
- Ensure that all hazards onsite are identified and managed appropriately on planting day.
- Arrange a portable toilet on planting day if required. The landowner should assist with setting this up, locating it close to the planting area.
- If the group does not plant all the trees on planting day, the landowner should take responsibility for planting any remaining, at a later date.
- Ensure that **all** wire baskets, root trainers and crates are returned to the school within a **fortnight** of planting day as students will need them for the following season's trees that they will already be rearing.
- Ensure that the trees are released from weeds to ensure that the trees have the best chance of survival. Animal pests such as possums and pukekos must also be controlled to ensure the survival of the planting.
- Maintain contact with the school that planted at their site. Students appreciate receiving a photographic record of planting day and the continued success of the planting.
- Ensure that the trees are well watered, especially over dry summer months.