

Notice is given that an ordinary meeting of the Golden Bay Community Board will be held on:

**Date:** Tuesday 9 June 2020  
**Time:** 9.30am  
**Meeting Room:** Golden Bay Service Centre,  
**Venue:** Takaka

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## Golden Bay Community Board

### AGENDA

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#### MEMBERSHIP

|                           |             |
|---------------------------|-------------|
| <b>Chairperson</b>        | A Langford  |
| <b>Deputy Chairperson</b> | G Knowles   |
| <b>Members</b>            | D Gowland   |
|                           | A Grant     |
|                           | Cr C Butler |
|                           | Cr C Hill   |

(Quorum 3 members)

Contact Telephone: 03 525 0054  
Email: [jess.mcalinden@tasman.govt.nz](mailto:jess.mcalinden@tasman.govt.nz)  
Website: [www.tasman.govt.nz](http://www.tasman.govt.nz)



## AGENDA

**1 KARAKIA, OPENING, WELCOME**

**2 APOLOGIES AND LEAVE OF ABSENCE**

**Recommendation**

**That apologies be accepted.**

**3 PUBLIC FORUM**

**4 DECLARATIONS OF INTEREST**

**5 CONFIRMATION OF MINUTES**

**That the minutes of the Golden Bay Community Board meeting held on Tuesday, 10 March 2020, be confirmed as a true and correct record of the meeting.**

**6 PRESENTATIONS**

6.1 Nelson Tasman Emergency Management ..... 5

6.2 Security Cameras - Ken Eccles ..... 7

**7 REPORTS**

7.1 Chairs Report..... 21

7.2 Financial Report..... 25

7.3 Special Grant Fund Applications ..... 29

7.4 Action Sheet ..... 97

**8 CORRESPONDENCE**

8.1 Correspondence ..... 103

**9 CONFIDENTIAL SESSION**

Nil





## 6 PRESENTATIONS

### 6.1 NELSON TASMAN EMERGENCY MANAGEMENT

Information Only - No Decision Required

**Report To:** Golden Bay Community Board  
**Meeting Date:** 9 June 2020  
**Report Author:** Jess McAlinden, Customer Service Officer  
**Report Number:**

#### PRESENTATION

Roger Ball and Joe Kennedy will make a presentation via Zoom to the Golden Bay Community Board on the Civil Defence response to Covid-19.

#### Appendices

Nil



**6.1 SECURITY CAMERAS - KEN ECCLES**

**Information Only - No Decision Required**

**Report To:** Golden Bay Community Board  
**Meeting Date:** 9 June 2020  
**Report Author:** Jess McAlinden, Customer Service Officer  
**Report Number:**

**PRESENTATION**

Ken Eccles will make a presentation via Zoom to the Golden Bay Community Board on the proposed installation of security cameras in the Takaka Central Business District.

**Appendices**

- 1. [↓](#) Ken Eccles Report for Security Camera Installation in Takaka 9



**Takaka Crime Prevention**  
**Digital camera and recording system**  
**Access from Police Station**

**Scope and concept**

**Ken Eccies**

**Licensed CCTV consultant**

**Licensed installer**

**REA**

Contacted by Francie Wafer TDC re short term solution and managed CCTV outcome for Takaka CBD.

Visited Takaka on Monday Dec 14<sup>th</sup> and contacted Kane Haerewa Officer in charge Takaka Police.

Visited areas suggested for coverage and evaluated camera sites and radio network.

See Photographs and comment below.

**Concept**

As is currently installed Motueka (contact Grant Heney Motueka Police). A distributed digital IP recording system. The recorders support 4 or 8 cameras direct CAT 6 Cable from the recorder. Power is from the recorder, using same cable. Each site has a recorder and nest of cameras. One of the 4 cameras is set up for registration plates both lanes night and day. This is achieved by IR light at night and full colour in daylight. The other 3 cameras will operate full colour all being high resolution 720P.

Each site (3x) to be connected by 5.8gig wireless network to the Police Station. Thus all recorders and cameras can be viewed and managed from the Police Station. Images viewed live or down loaded from the recorders. Thus each site is recorded locally but managed remotely.

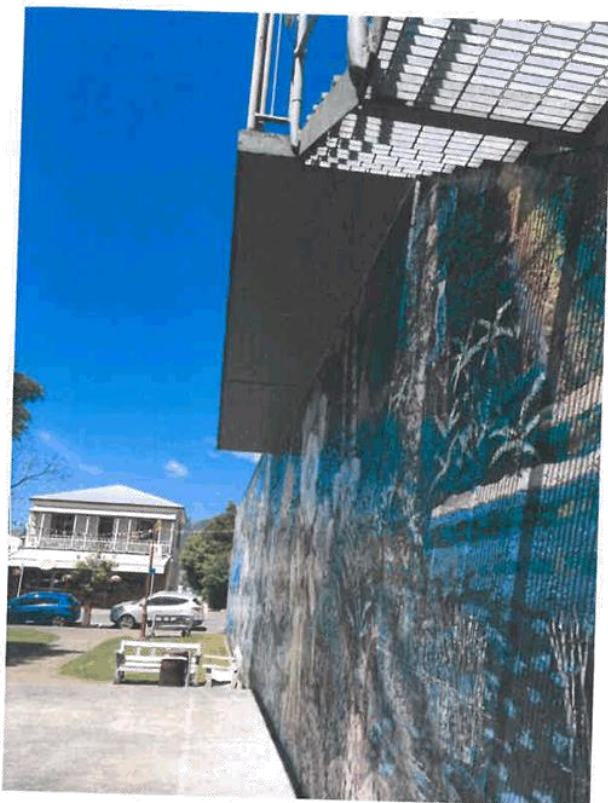
The system is totally expandable. The wireless system can work over Km. Thus the proposed new Golden Bay community facility can see the wireless network so could be incorporated at a later date.

Site 1



The red roof of the Café across the road would be the wireless access point.

Two cameras with view as above under overhang. Recorder in premises with an additional 2 cameras at street frontage looking each way. Wireless to be from wall near cameras. Cameras are small IP67 (water proof) discreet. The system would be backed up with a UPS so on a power cut cameras will continue to operate.



Access wireless at back of red roof café



Site 2







Registration plates recorded at crossing.

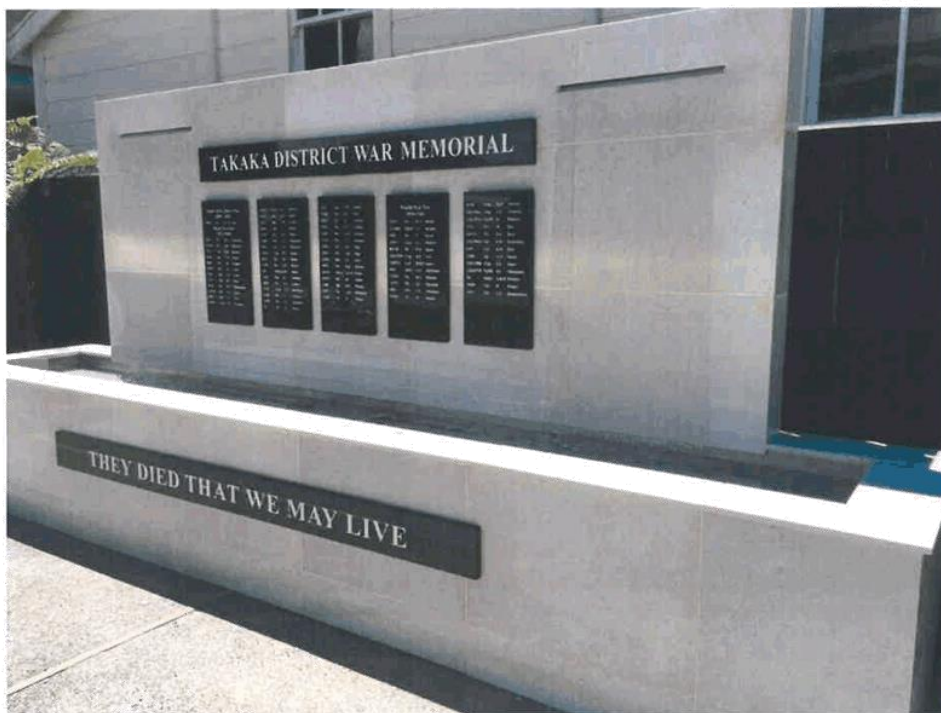


Recorder Work and Income

2 cameras covering touch stone area and



area in front of memorial wall





Café red roof in background for wireless

**Site 3**

This could be an 8 input recorder



For registration plates both ways







A long shot to cover toilets and Info site 2 cameras

**Police Station**

Wireless aerial on front with extended mast to see red roof café.







Red roof can be seen

Aerial on roof to look over trees



Area in Station for monitor and client PC to access all cameras. Cable to wireless on roof.  
Extend height of current aerial mast and SAR aerial.

**Access point**



To facilitate the two park coverage pre approval to install the full system, I suggest:

Install 2 cameras and recorder site 1 and 2 cameras and recorder site 2. Labour only plus  
Km. They would be installed if the project is approved 2016.

I will carry the cost of capital equipment until approved or some other arrangement is  
entered into. Images would have to be viewed locally.

Preliminary report K R Eccles (Ken) 15/12/2015



## 7 REPORTS

RGBCB20-06-1

### CHAIRS REPORT

Information Only - No Decision Required

**Report To:** Golden Bay Community Board

**Meeting Date:** 9 June 2020

**Report Author:** Abbie Langford

**Report Number:** RGBCB20-06-1

#### 1 Summary

1.1 The Chair's report is included in the agenda.

#### 2 Draft Resolution

**That the Golden Bay Community Board receives the Chairs Report RGBCB20-06-1**

**3 Public Forum**

3.1 The Board will discuss issues raised in Public Forum.

**4 Covid-19**

4.1 Chair Langford would like to note as the pandemic progresses it is important that the Board remain up to date with current information, and continue to support the Golden Bay community. We will continue to support Civil Defence (CDEM) as and when requested. Chair Langford would like to acknowledge the Covid-19 response from the local GBCDEM team, Council staff, in particular the Senior Leadership Team, and the Golden Bay Community Welfare group in their response to the pandemic.

**5 Community**

5.1 Chair Langford would like to discuss the resolution made at the March meeting regarding Golden Bay not wishing to pay for any cost over runs associated with the Waimea Dam as Golden Bay will not receive any benefit from the dam, and while this was the message we received from those at Public Forum I am concerned for two main reasons:

- a) We made a resolution which goes against standing orders, as it was an item from Public Forum that raised the issue. After previous discussions we had come to the agreement that we would take a more measured approach to our resolutions and call for reports or workshop issues so that we were properly educated. As Chair I take responsibility for this, and am asking for your support to ensure that Standing Orders are adhered to.
- b) Golden Bay is very special and unique, however we are part of the Tasman District, and I feel that we need to acknowledge that. What is good for Tasman is good for Golden Bay - we support them, they support us. I recognise that there are issues specific to each Ward that need careful attention and consideration and may not affect or even be of interest to any of the other Wards, but believe that we need to work as one.

**6 Discretionary Funding**

6.1 At our last meeting when we were discussing discretionary funding applications, it was raised that we needed a better criteria. This has been discussed by the Board at previous meetings.

I have included the current purpose and policy and invite feedback from the Board members around suggested improvements.

**Purpose**

The purpose of the fund is to provide low level funding to towards projects, events, and initiatives in the Golden Bay Community Board area that the Board considers to be of a high priority for the Golden Bay Ward but are not high enough in relation to district-wide priorities to gain direct Council funding.

**Policy**

- There is a \$500 maximum for applications for non-Golden Bay Community Board initiated projects.
- Applications should be made three weeks before the Golden Bay Community Board meeting or applications will be considered at the next Board meeting
- Applicants may be given less funding than they apply for.
- Projects must be completed within nine months of receiving funding.
- Successful applicants report back to the Golden Bay Community Board on the project and how the funding was used within nine months of receiving funding. Community Board support staff follow up with each organisation who has been provided funding.
- Exceptional and unique circumstances will be considered.

**7 Special Projects Fund**

- 7.1 Chair Langford would like the Board to give serious consideration to allocating a portion of the Special Projects Fund to the installation of a security camera system for Takaka Township, with the purpose of supporting our local Police and protecting our community.

**8 Board Member Update**

- 8.1 Board members to provide any updates.
- 8.2 Councillor Butler would like to discuss re installation of a bike rack outside Take Note.
- 8.3 Board Member Gowland would like to reconsider the recommendation to Council on Freedom Camping and proposes the following motion:

*That the Golden Bay Community Board recommends to Council that freedom camping be banned in Golden Bay and that a large sign be put at the bottom of the Takaka Hill on the Riwaka side stating that.*

- 8.4 Staff advice however is that the Freedom Camping Act, while possibly permitting a prohibition in part of a district, only permits a restriction or prohibition for the following purposes:

(i) to protect the area (subject to the prohibition or restriction):

(ii) to protect the health and safety of people who may visit the area:

(iii) to protect access to the area.

A bylaw is not allowed to be addressing the perceived problem in relation to that area; and

- 8.5 The bylaw is not to be inconsistent with the New Zealand Bill of Rights Act 1990. So in any resolution the Board must be satisfied it's suggestion can meet these tests.

**Item 7.1**

|                      |
|----------------------|
| <b>9 Attachments</b> |
|----------------------|

Nil

RGBCB20-06-2

**FINANCIAL REPORT**

Information Only - No Decision Required

Item 7.2

|                       |  |
|-----------------------|--|
| <b>Report To:</b>     | Golden Bay Community Board                   |
| <b>Meeting Date:</b>  | 9 June 2020                                  |
| <b>Report Author:</b> | Liz Cameron, Assistant Management Accountant |
| <b>Report Number:</b> | RGBCB20-06-2                                 |

**1 Summary**

- 1.1 The financial report for the period ending May 2020 is attached (Attachment 1).
- 1.2 The net financial position for the year-to-date is a surplus of \$9,251.
- 1.3 Overall expenditure for the year was 77% of the budget, which is slightly behind the year-to-date budget spend (being 83% through the financial year).
- 1.4 Closed account interest earned on the Golden Bay Community Board opening surplus is \$537(YTD). Interest earned for May will be processed once all end of month processing is complete.
- 1.5 The net position for the Community Board's overall funds, as at 31 May 2020, is a surplus balance of \$58,176.

**2 Draft Resolution**

**That the Golden Bay Community Board receives the Financial Report RGBCB20-06-2**

**3 Attachments**

- |  |    |
|--|----|
| 1. <a href="#">Download</a> Golden Bay Community Board Financial Report May 2020 | 27 |
|--|----|



**TASMAN DISTRICT COUNCIL**  
**Golden Bay Community Board**  
**May 2020**

| Profit and Loss                        | Monthly      |              |            | YTD v Full Year |               |                 |
|--|--------------|--------------|------------|-----------------|---------------|-----------------|
|  | Actual       | Budget       | Budget %   | YTD Actual      | Annual Budget | Annual Budget % |
| <b>REVENUE</b>                         |              |              |            |                 |               |                 |
| CCB rate                               | 4,716        | 4,737        | 100%       | 51,880          | 56,840        | 91%             |
| Golden Bay Market                      | 0            | 115          | 0%         | 2,191           | 1,573         | 139%            |
| Closed Account Interest                | 0            | 56           | 0%         | 537             | 670           | 80%             |
| <b>Total revenue</b>                   | <b>4,716</b> | <b>4,908</b> |            | <b>54,608</b>   | <b>59,083</b> |                 |
| <b>EXPENSE</b>                         |              |              |            |                 |               |                 |
| <b>Remuneration</b>                    |              |              |            |                 |               |                 |
| Chairperson Monthly Salary             | 1,092        | 1,092        | 100%       | 12,011          | 13,103        | 92%             |
| Members (3)                            | 1,638        | 1,698        | 96%        | 17,962          | 20,379        | 88%             |
| Community Board Members Reimbursements | 0            | 670          | 0%         | 7,496           | 8,043         | 93%             |
| <b>Miscellaneous</b>                   |              |              |            |                 |               |                 |
| Photocopying                           | 0            | 39           | 0%         | 0               | 470           | 0%              |
| Community Board discretionary fund     | 0            | 299          | 0%         | 5,575           | 3,578         | 156%            |
| Community Board Special Projects       | 0            | 833          | 0%         | 0               | 10,000        | 0%              |
| Community Board Expenses               | 199          | 75           | 266%       | 2,062           | 2,423         | 85%             |
| Contingency allowance                  | 0            | 70           | 0%         | 0               | 836           | 0%              |
| Cost of Elections                      | 0            | 0            | 0%         | 251             | 251           | 100%            |
| <b>Total expenses</b>                  | <b>2,929</b> | <b>4,776</b> | <b>61%</b> | <b>45,357</b>   | <b>59,083</b> | <b>77%</b>      |
| <b>Net Charges</b>                     | <b>1,787</b> | <b>132</b>   |            | <b>9,251</b>    | <b>0</b>      |                 |

**Year to date**

**Equity**

|  |               |
|--|---------------|
| Opening Surplus/(Deficit) Balance 1 July 2019        | 48,925        |
| Net Income Surplus/(Deficit) May 2020                | 9,251         |
| <b>Closing Surplus/(Deficit) Balance 31 May 2020</b> | <b>58,176</b> |

**Discretionary Fund**

|                                 |              |
|---------------------------------|--------------|
| GBSRF, recycling                | 500          |
| Takaka Drama Society            | 475          |
| GB Riding for Disabled          | 500          |
| Collingwood Area School         | 50           |
| Golden Bay High                 | 50           |
| GBSRF, Christmas                | 500          |
| GB Agricultural & Pastoral Assn | 500          |
| GB Toy Library                  | 500          |
| Empowerment Trust               | 500          |
| Gibbs Hill Grant                | 500          |
| Project De-Vine                 | 500          |
| Big Brothers Big Sisters        | 500          |
| GB Animal Welfare               | 500          |
|                                 | <b>5,575</b> |

**Special Projects**

|                                      |               |
|--------------------------------------|---------------|
| Balance brought forward from 2018/19 | 10,000        |
| 2019/20 Budget                       | 10,000        |
| less YTD expenditure                 | 0             |
| <b>Remaining balance</b>             | <b>20,000</b> |





**RGBCB20-06-3**

**SPECIAL GRANT FUND APPLICATIONS**

**Decision Required**

**Item 7.3**

**Report To:** Golden Bay Community Board

**Meeting Date:** 9 June 2020

**Report Author:** Jess McAlinden

**Report Number:** RGBCB020-06-3

**1 Summary**

1.1 The application received for the 2020 round of the Golden Bay Community Board Special Grants Fund are as follows:-

1000 Books Before School/Takaka Memorial Library - \$500.00

Normally requests of this kind would be considered under the Discretionary Fund but this is an application by a business unit within Council (even though for a community based programme. The Council should not compete with community groups for use of the Discretionary Fund. However the Special Project Fund does allow the Community Board to direct money to Council or community projects of merit so could be the source of funding support if the board is so inclined.

The Peaceable Kin-dom Trust - \$550.00

1.2 The Board has three options:-

Option 1 - The Board can approve the applications in full.

Option 2 – The Board can approve an amount less than the application.

Option 3 – The Board can decline the applications. In declining the applications, the Board should communicate the reason for the decision to the applicants.

1.3 If the application is approved in full or part, payment will be made to the applicant by direct credit within ten working days of receiving their bank account details.

**2 Draft Resolution**

**That the Golden Bay Community Board;**

- a) receives the Special Grant Fund Applications Report RGBCB20-06-3; and**
- b) grants the application from the 1000 Books Before School/Takaka Memorial Library for \$ 500.00 ; or**
- c) grants the application from the an amount less than their application - \$.....**
- d) declines the application from the on the grounds that .....**

- e) grants the application from **The Peaceable Kin-dom Trust for \$550.00**
- f) grants the application from the an amount less than their application - \$.....
- g) declines the application from the on the grounds that .....

|                      |
|----------------------|
| <b>3 Attachments</b> |
|----------------------|

|                      |  |    |
|----------------------|--|----|
| 1. <a href="#">↓</a> | 1000 Books Before School / Takaka Memorial Library | 31 |
| 2. <a href="#">↓</a> | The Peaceable Kin-dom Trust                        | 77 |

## Golden Bay Community Board – Special Funds Application

|  |  |
|--|--|
| Your Organisation  | 1000 Books Before School / Takaka Memorial Library   |
| Address  | 3 Junction St, Takaka  |
| Email contact  | carolyn.roberts@tasman.govt.nz   |
| Is your organisation GST Registered  | Yes  |
| Is your organisation registered with the Charities Commission                          | No   |
| Describe your project (What is the project, who is involved, how will it be delivered) | The aim of 1000 Books Before School is to create a “we read aloud to our children from birth” culture in the Tasman District. The programme has been launched very successfully in Motueka by the Motueka Family Service Centre and the Motueka Library. It is now being expanded to include Richmond & Takaka, run by the libraries in those communities. It is designed to encourage & support families to read aloud to their children from birth with the knowledge that this is a vital ingredient in building a child’s foundation for successful learning.  |
| How will your project benefit the community?   | Golden Bay children aged birth to 5 years and their families<br><br>* The child will be supported to be appropriately school ready, with a familiarity and a fondness for reading.<br>* Their cerebral connections have been built to develop social-emotional, language and pre-literacy skills.<br>* Parents/caregivers would be encouraged & feel confident to re-enter a learning literacy environment when their own personal experience may not have been a positive one at school.<br><br>University of Auckland researchers writing in the longitudinal study “New Zealand children and their families” May 2017 state “The home learning environment is extremely important for preparing children for formal learning. In particular, it has been established that shared reading at home by parents and regular exposure to books in the home improves child literacy”. |

1. Project Start Date: July 2020
2. Project End Date: ongoing
3. Project Location: Golden Bay
4. Expected number of participants/beneficiaries: Aiming for 80% of under 5 year olds in Golden Bay to sign up

### Your Project Budget

**Project Income:** Please list all income for the project, including grants you have received or applied for; cash; and in-kind or volunteer time contributions. \* *No other funding applied for or received for the Golden Bay component of this project.* \*

| 5. Income item                             | 6. Amount |
|--|-----------|
| 7. Grants applied for (outcome unknown)    | 8.        |
| 9. Grants applied for (successful outcome) | 10.       |
| 11. Dollar value of volunteer labour       | 12.       |
| 13. Dollar value of in-kind contributions  | 14.       |
| 15. Cash                                   | 16.       |
| 17. Other (please describe)                | 18.       |
| 19. <b>TOTAL</b>                           | 20.       |

**Project Expenses:** Please list all expenses for the project, briefly describing what the expense is.

| 21. Expense item  | 22. Value    |
|---|--------------|
| 23. This funding will be used to purchase the incentive given out to Golden Bay families when their child has reached half way in the programme – so they & their parents have read 500 books. We are intending this incentive to be a \$15.00 voucher for a Takaka café as a reward for the child and their parents. | 24. \$500.00 |
| 25.   | 26.          |
| 27.   | 28.          |
| 29.   | 30.          |
| 31.   | 32.          |
| 33.   | 34.          |
| 35. <b>TOTAL</b>  | 36.          |

**Project Shortfall:** This calculated value should match the Requested Amount on your online application.

| 37. Project Shortfall                            | 38. Value    |
|--|--------------|
| 39. Expenses minus income (ie, amount requested) | 40. \$500.00 |

### Declarations

We declare that the information supplied here on our behalf is correct. If the application is successful, we agree to:

1. Return the Project Report Form (Accountability Form) by the end of June 2018. We understand that failure to do so will result in ineligibility for the next year's funding scheme.
2. Participate in any funding audit of our organisation or project conducted by or on behalf of Tasman District Council.

|  |                                   |
|--|-----------------------------------|
| Declared by (name) <a href="#">Carolyn Roberts</a> | Date: <a href="#">27 May 2020</a> |
| And (name)   | Date:                             |



## 1000 BOOKS BEFORE SCHOOL

**1000 Books Before School started as a two-year pilot programme for Motueka district families. The project is a partnership between Tasman District libraries and the Motueka Family Service Centre and we are now planning to deliver this programme to the Takaka Library and Richmond Library communities.**

The aim of the programme is to create a “we read aloud to our children from birth” culture in the Tasman District. 1000 Books Before School is a programme designed to encourage and support families to read aloud to their children from birth with the knowledge that reading aloud to children is a vital ingredient in building a child’s foundation for successful learning.

With the knowledge of how important reading and talking to young children is, Miranda Sikking from the Motueka Family Service Centre and Mary Butler from the Motueka Library identified a shared concern about a perceived decline in parents reading aloud to their children. They identified 1000 Books Before School as a practical programme that can be easily implemented in the community to firstly, help parents understand the importance of reading aloud to their preschool children and secondly to encourage and support parents to get reading!

The programme encourages families to spend quality time together, promotes pre-literacy and learning by reading aloud 1000 books or more before the child starts school. Any child aged from birth to starting school can participate in this self-paced programme.

**There is nothing quite like the triangle of love created by a parent, a child and a book.**



The goal is to read 1000 or more books before your child starts school. The concept is simple; the rewards are for a lifetime! Parents/caregivers register their children with the Takaka Library. They will receive a 1000 Books before School Booklet and a library card for their child (if they haven't already got one) and a new book to get them started.

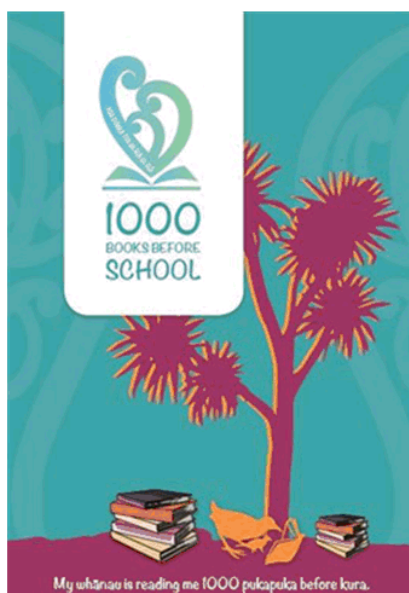
Read a book (any book) to your child. Record the number of books read in the reading passport, come to the library after every 25 books reached to collect a special sticker for your child's folder. When you have reached 100 books you will receive a 1000 Books before School book bag. After the 100 books read milestone has been reached you will receive the special sticker after every 100 books read. When 500 books are reached your child will receive a certificate and there will be a small reward for you.

At the completion of the programme you and your child will receive a certificate, and a weka bird soft toy.





## 1000 Books Before School Motueka 3 Month Report



Response to 1000 Books Before School has been overwhelmingly positive. We can report that in the first three months of the programme:

**101 children have registered.**

**60 of those children are new library members.**

**In the month of January, issues for the preschool collection at Motueka Public Library had an increase of 54% compared to January 2017.**

Comments from families registered in the programme show a variety of benefits including coming to the library more often, parents who are more motivated to read to all of their children, and parents noticing increases in their children's vocabulary.

**"I love it!" "I've noticed my daughter has more words in her vocabulary"**  
**"1000 Books is motivating me to read more to her (daughter), it's great." (Young Mum)**

1000 Books before School was launched at the Motueka Public Library on 21 November 2017. This pilot programme is a collaboration between Tasman District Libraries and the Motueka Family Service Centre and is supported by the Motueka Community.

**The programme's vision is for everyone in the Motueka District to read aloud to their children from birth.**

A highlight of our well attended launch was our guest speaker Catherine Campbell, a Speech Therapist who made the compelling point that children need an ocean of language, not a puddle, not just a swimming pool or a lake but an ocean! 1000 Books Before School sets out to support and encourage parents to start working on the ocean of language their children need right from birth using books, stories, waiata and poems.



The Motueka Guardian and The Leader covered the launch and to our delight both papers put 1000 Books Before School on the front cover. This was followed up with a 1000 Books Before School float in the annual Motueka Starlight Parade. From this publicity we received two major offers of support. One from Jane Buxton, a local author who offered us 100 copies of her book Harry's Hair to give to children on the programme. The second from Greenwood Health, who made an unsolicited donation of \$3000.



The programme has been made possible by the support of the Motueka Community, in particular Nelson Building Society, Motueka Arts Council, Motueka Community Store, COGS and Toad Hall. We are very proud to have been able to employ people from within the community to do the art, design, and photography. All the families photographed for the booklet and promotional materials are also from our community. In the next six months we plan to promote 1000 Books Before School and further develop community involvement.

Ka whangai, ka tupu, ka puawai – that which is nurtured grows, then blossoms. Ngā Mihi

Mary Butler Library Assistant Tasman District Libraries

Miranda Sikking Motueka Family Service Centre



## 1000 Books Before School Motueka 6 Month Report



The response to 1000 Books Before School has continued to grow. We can report that in the first six months of the programme:

**149 children have registered & 12,000 books have been recorded!**

**88 of those children are new library members and received either a baby board book or Harry's Hair to keep!**

**Over the last six months, the issues for the preschool collection at Motueka Public Library had an average increase of around 60% compared to 2017.**

1000 Books before School was launched at the Motueka Public Library on 21 November 2017. This pilot programme is a collaboration between Tasman District Libraries and the Motueka Family Service Centre and is supported by the Motueka Community.

**The programme's vision is for everyone in the Motueka District to read aloud to their children from birth.**

At six months we are closing in on 3 families completing 1000 books read aloud! Mary shared Arlo's 1000 Books achievement on our Facebook page:

"Very exciting today to have Arlo and his family come and receive the final 1000 sticker before he starts school next week. Arlo's family have been determined to reach this milestone before Arlo starts school next week. Arlo's mum said they think that without the programme they would have only read about 500 books, they realised that as Arlo is the youngest of three that hadn't been reading as much to him as they had the older siblings. It has been a whole family effort to read aloud 1000 books to Arlo."



**"It was a really nice treat going to Toad Hall to celebrate reaching 500 books"**

We also have Lexy and 15+ other families who have read aloud 500 books and received their super generous drinks voucher from Toad Hall!

Mary has been busy promoting 1000 Books Before School at the Top of the South Regional Librarians Day and through an article she submitted to Library Life – Te Rau Herenga O Aotearoa (Monthly magazine for the Library & Information sector).

Ka whangai, ka tupu, ka puawhai—that which is nurtured grows, then blossoms. Ngā mihi, Mary Butler Library Assistant Tasman District Libraries & Miranda Sicking Motueka Family Service Centre.

"We have really noticed the increase in vocabulary and how his communication has improved. The library is great as there is such a range of subjects to explore. At the moment we are enjoying books where you have to find the objects and stories with dragons" Mum of 3 years old - 750 books read aloud!

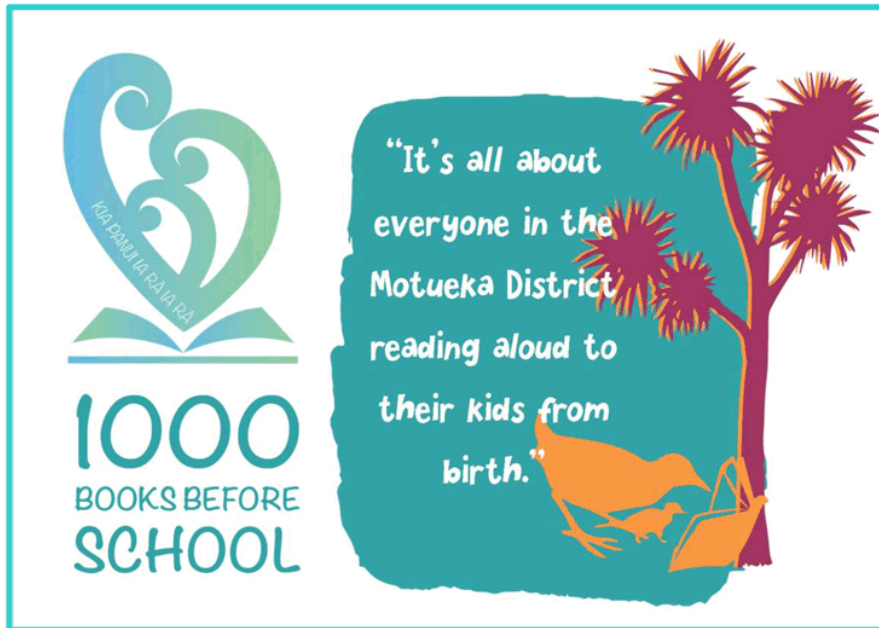
**We also sent a 1000 Books Before School Booklet and Bag to Jacinda in April and received an encouraging letter back wishing us "success in our fabulous programme"!**



# **1000 Books Before School**

## **Motueka**

### **13 Month Evaluation**



***1000 Books Before School's Vision is to create a "we read aloud to our children from birth" community culture in the Motueka Library Catchment.***

1000 Books Before School was launched at the Motueka Public Library on 21 November 2017. This pilot programme is a collaboration between Tasman District Libraries and the Motueka Family Service Centre and is supported by the Motueka Community.

For ease of reporting this 13-month evaluation includes all data collected between the launch of the programme on 21 November 2017 and 31 December 2018.

## Evaluation Purpose & Background

The purpose of this evaluation is to ascertain how effective 1000 Books Before School has been in meeting our anticipated 13 month outcomes. The findings from this evaluation will be used to support further development of the programme including applications for funding and future promotion to reach our target audience.

### 1000 Books Before School Goals

- To have 70% of children born in the Motueka Library Catchment registered for the programme.
- To have over 70% of the children registered in the programme attain the 1000 Books Before School goal.
- To encourage parents/caregivers to read aloud to their children from birth.
- To develop a community intergenerational collaboration and ownership approach to the Project.

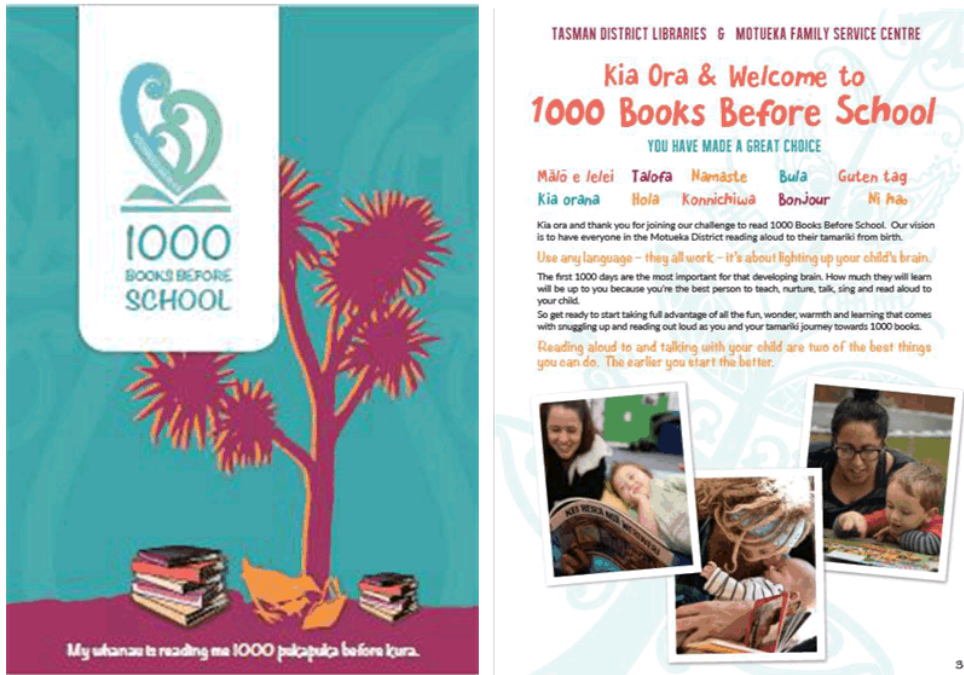
### Target Audience

- All families with children under five years old in the Motueka Library catchment. This includes transient families, young parent families, Maori and Pacific Island families, new immigrants (Indian, Japanese, Chinese, Thai, European, and Cambodian), and refugees.
- Motueka Library catchment is defined as: TS\_RW, TS\_MO, TS\_UP demographics the library uses when registering library borrowers. Being Motueka postal codes 7120, 7196, 7197, 7198, & Upper Moutere postal codes 7173, 7175. This does not exclude families from Mapua and Dovedale who may also use the Motueka Library.

### Stakeholders

1000 Books Before School is a collaboration between the Motueka Library (Tasman District Council) and the Motueka Family Service Centre. The Managers of both organisations endorse this project as within the job scope of the key employees, Miranda Sikking, Akonga Whanau Parenting Educator and Mary Butler, Library Assistant, Children and Young Adults Services Motueka.

The Stakeholders in this project are Tasman District Council, Motueka Family Service Centre, Motueka Early Education Centres and Schools, Families and Whanau of the programme catchment, and funders (COGS, NBS, Motueka Arts Council, Motueka Community Store, Greenwood Health and Toad Hall) and the wider Motueka Community.



### Anticipated Outcomes

The short to medium term outcomes we want to see as a result of this pilot programme are:

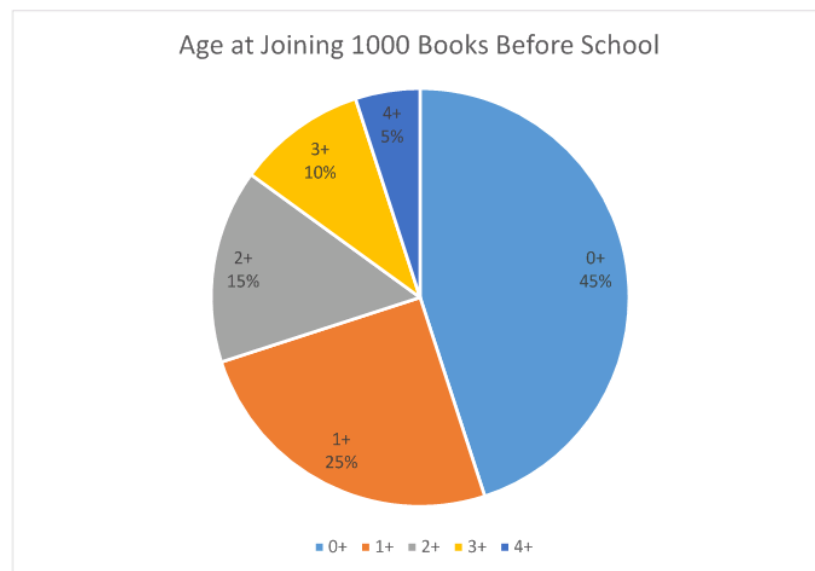
- The majority of children registering for the programme are aged between 0 to 1-year-old
- Positive feedback from parents
- Interest from local educators
- Increasing Motueka Public Library membership
- Increasing usage of the Motueka Public Library collection
- Increase in Motueka Public Library reader advisory
- Ongoing participation and completions in the programme
- Community involvement in the programme
- Media coverage of the programme

## The Findings

- **Programme Registrations**

In the reporting period 217 children were registered on the 1000 Books Before School Programme (73 children in 2017 & 144 in 2018).

Seventy percent of the children registering have been aged between 0 and 2 years old. A wider range of ages between 0 and 5 is to be expected in the first year of the programme. The age of the children registered during the second year of the programme will indicate if we are targeting our promotion in the right areas of the community to generate the majority of enrolments from 0-1 year olds.



- **Positive feedback from families participating in the programme**

Comments from families participating in the programme indicate a variety of benefits including: coming to the library more often, parents who are more motivated to read to all of their children, and parents noticing increases in their children's vocabulary and language development. Families have also indicated that 1000 Books Before School has helped to create a routine for reading to children. Many people also commented on the friendly staff at the library and how their children love coming to the library to collect their stickers for 1000 Books Before School.



The rewards were mentioned as a great incentive. A parent liked the “do it your way’ approach and shared that they had decided to only count only new books once. Another comment talked about how the programme provided a positive focus while they were on holiday encouraging them to look for second hand books and visit libraries.

Several parents liked how we kept in contact through email and posts on the 1000 Books Before School Facebook page. A comment was also made noting that because of starting 1000 Books Before School, the parent became aware of the richness of children’s picture book artwork.

Several parents have told us they liked how songs and poetry are valued in the programme. The programme has also been seen as a good way to ensure the “third” child is read to!

Of note is the repeated general comment that the programme helps to create positive relationships.

*“We have been reading daily for a few months now but have been a bit slack at entering it into the 1000 Books book. The talk done at our SPACE group on reading to babies has helped a lot! Helped with my confidence in reading aloud and given me and my partner understanding of why reading to young babies is beneficial.”*

A common challenge mentioned by many parents was remembering to mark off the books they read to their children. A request was also made to make the book hardier as it was used often!

*“We have a three-year-old who is very happy to have a ‘reading book’ like his school age siblings. He loves going to the library and checking in – he’s beautifully engaged with his own journey with reading rather than just being dragged along to the library because other in the family are going. It makes the library trip relevant to him.”*

- **Families not participating in the programme**

We also received feedback from two parents who started the programme but chose not to continue – one family follows the programme but they don’t record the books read. They saw the programme “as a conscious reminder about the power of books to extend vocab, bond over and to calm the kids down.” The other family provided the following feedback, “We were doing the programme but we were reading so many anyway and we did not want to use stickers as a motivating factor in enjoying reading, we think the programme is great for motivating children that might not be interested in books/reading or families that may need the encouragement.”

- **Interest from Local Educators**

Catherine Campbell, the Nelson Tasman Kindergarten Association's Speech Language Therapist was guest speaker at our launch and information session. She has been a strong supporter and advocate of 1000 Books Before School.

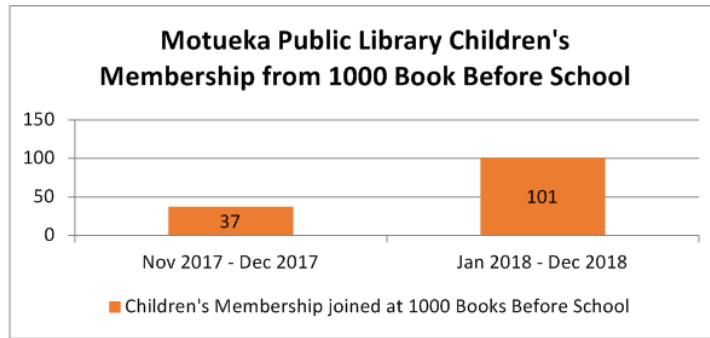
Thirteen percent of referrals for the programme have come from the Early Childhood and School sector.

To our pleasant surprise, **Laura Ingram Kindergarten** enrolled in the programme as an organization and have been counting all books that have been read to the children during their Kindergarten sessions. When the Kindergarten meets a reading milestone, a group of children visit the library to get their sticker. In a wonderful community gesture, local business, The Smoking Barrel, supported Laura Ingram reaching 500 books by inviting the Kindergarten over for fluffies and donuts!



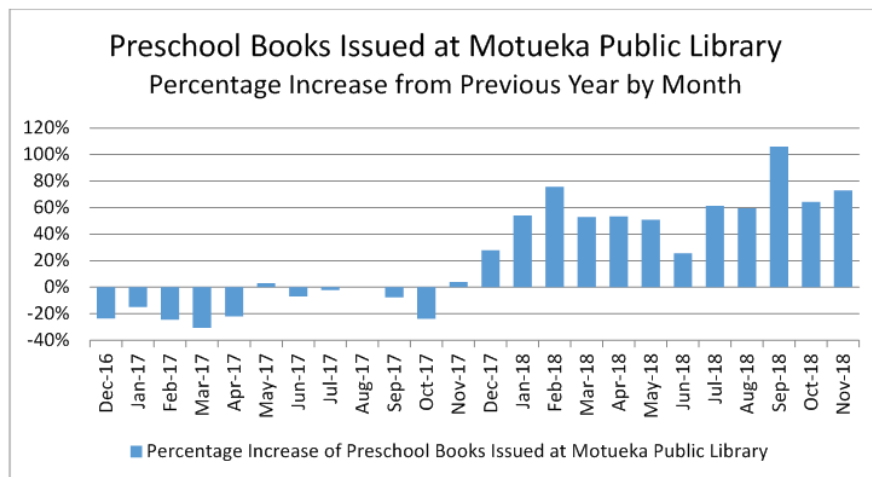
- **Increase in Library Membership**

In the reporting period 141 new library memberships were issued as a result of children registering for 1000 Books Before School. In future years we will report on the percentage of new enrolments for 0-5 year olds that can be attributed to the 1000 Books Before School Programme. From an examination of the figures collected for library membership over the past two years it could be suggested that children’s membership during the 13-month reporting period is double that of the previous year.



- **Usage of Library Collections**

For the reporting period, there has been an average increase of 58.75% in issues of the Preschool Library Collection compared to the previous year (comparing each month to the same month in the previous year before 1000 Books Before School was introduced). The monthly percentage increases have ranged from 25% to 104%.





- **Increase in Reader Advisory**

Unfortunately, we are unable to report any changes in Reader Advisory since the introduction of 1000 Books Before School due to the generalized collection of this information. There is no specific data relating to the Children's collection queries. We will report on this outcome when a system is put in place to collect relevant data.

- **Ongoing Participation in the Programme**



In the first thirteen months of the programme 20 children completed the programme. Forty-six children recorded at least 500 books and 80 children received a 1000 Books Before School Book Bag for reaching 100 Books. Ninety-one individual children have visited the library to collect stickers during the reporting period. Two parents reported that the programme had inspired them to keep on reading to their children but that they did not want to record the books read.

*“Thank you to the friendly staff involved. It’s so good to see our baby excited to see them, and come to the library. She loves her weka. Thank you loved it!”*

- **Feedback Summary of parents completing 1000 Books Before School**

“Very exciting today to have Arlo and his family come and receive the final 1000 sticker before he starts school next week. Arlo’s family has been determined to reach this milestone before Arlo starts school next week. Arlo’s mum said they think that without the programme they would have only read about 500 books, they realised that as Arlo is the youngest of three that hadn’t been reading as much to him as they had the older siblings. It has been a whole family effort to read aloud 1000 books to Arlo.”



All respondents said it was easy to join 1000 Books Before School and would recommend the programme.

All respondents liked the programme. Reasons given included: liking the whole family being involved; it encouraged you to read to your children and they loved getting the stickers and visiting the library and building relationships with the librarians; reading becoming part of baby’s routine.

All but one respondent found it easy to use the 1000 Books Before School Booklet. There was a comment querying why the people in the photos had parts of their head missing. The respondent who did not like the book did not want a book hanging around and found it hard to find to fill in. They suggested a poster or calendar-like publication that could hang on the wall.

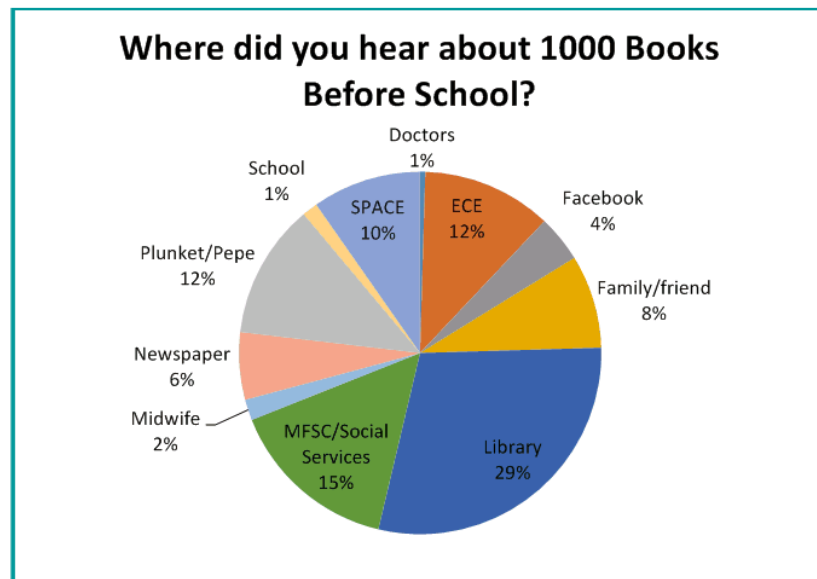
All respondents used the library resources and found this easy. One added that “It would be great if the library was bigger so there was enough room for tourists in the summer and we could fit in more books. Richmond had a greater range of books and being able to put them on hold to be delivered to the Motueka Library is great but would be awesome to fit more in here!”

Parents reported noticing the following differences in their children’s language development after engaging in 1000 Books Before School: their child’s language was developing nicely; child with a significant speech delay, after increasing books from 1 to 7 a day, started talking far more and increased his vocabulary; mimicking what I am reading, talking about what is in the pictures; shouting a lot more. I have noticed she recalls the name of the book and asks for it and before starting reading

she will speak sentences that are in the book; he definitely thinks he’s talking more - he’s 1! Only one respondent used the 1000 Books Before Kindergarten App. All respondents indicated that their child enjoyed the programme.

- **Community Interest**

Community interest in 1000 Books Before School includes community organisations funding and promoting 1000 Books Before School. The local Plunket Team and SPACE Co-ordinator have been strong advocates of the programme making up 22% of “Where did you hear about 1000 Books Before School?” The Library is the most common place people have heard about the programme. This indicates that Library staff are actively promoting the programme.



Local community interest has come in the form of grants from Nelson Building Society, Motueka Arts Council, Motueka Community Store, and COGS (2016 & 2018).

After launching the programme Greenwood Health, made an unsolicited donation and Jane Buxton, a local author gave the programme 100 copies of her book *Harry's Hair* to give to children on the programme who were new library members.



Toad Hall has provided an incentive for all participants who reach 500 books in the form of a drinks voucher. We are very proud to have been able to work with people from within the community to do the art, design, and photography. The local families photographed for the booklet and promotional material were all keen to be advocates for reading aloud to children from birth and volunteered their time.



“It was a really nice treat going to Toad Hall to celebrate reaching 500 books.”

We had a successful event at the Motueka Public Library with Children’s Performer Kath Bee, who wrote and performed a song specially to celebrate 1000 Books Before School. Sixty-five children and adults were in attendance.



The programme has received two enquiries from New Zealand public libraries (Tauranga & Dunedin) about the programme. We also received a letter of support from Prime Minister’s Office.

We participated in the annual Motueka Starlight Parade to promote 1000 Books Before School.





Media Interest



The two local community newspapers, The Motueka Guardian and The Leader covered the launch of 1000 Books Before School. To our delight both papers put 1000 Books Before School on their front covers. Both papers approached 1000 Books Before School for a follow up story after our six-month report was published.



The main form of communication between the library and 1000 Books Before School users is by email and our Facebook page. At the time of this report we have 147 Facebook followers.

- **Community Organisations Feedback**

**Laura Ingram Kindergarten** feedback that 1000 Books Before School helps parents promote literacy through reading and storytelling which encourages a love of books. Also, that the programme was of value to the Kindergarten as it “encouraged and promoted reading for those children who may not have access to books. The children love visiting the library regularly and for many of them this is the only time they may visit”.

**Plunket** provided feedback suggesting that 1000 Books Before School was an “Excellent way to ‘inspire’ parents to enjoy books with their children. They felt that the programme fitted very well with Plunket as they also promote learning through books, promoting good attachment, understanding and observation of our babies as they grow to be curious children.

**Catherine Campbell** provided the following feedback - “The programme is a fantastic initiative and I’m proud to be associated with it. Its aim of promoting reading, talking, interactions and filling our children with ocean of words is closely aligned with my work as a speech and language therapist promoting oral language development. It also supports current educational philosophy that learning occurs in a relationship, and what better way to foster relationships with our tamariki than via reading together. The benefits of reading together are so numerous I only wish more families would become involved.”

**Library Staff Feedback**

Feedback from Motueka Public Library Staff was unanimously positive. All respondents expressed positive regard for the programme and that they felt a part of it. All respondents made comments relating to the positive impact the programme has on engaging parents and children together in literacy. They also all felt that the programme was part of their usual duties and all reported that they personally promoted the programme. A theme of making connections arises out of the feedback. Specific comments include: “Such a wonderful chance for Library Staff to build up reciprocal relationships with local families” and Connecting and creating bonds is a highlight of this programme...”

- Financial Report

| 1000 Books Before School  |                    | Nov 17 - Dec 18 |                     |
|---------------------------|--------------------|-----------------|---------------------|
|                           |                    | GST             | Inc GST             |
| <b>Income</b>             |                    |                 |                     |
| COGS                      |                    |                 | \$ 4,000.00         |
| NBS                       |                    |                 | \$ 1,400.00         |
| Arts Council              |                    |                 | \$ 200.00           |
| TDC Promise               |                    |                 | \$ 604.00           |
| Motueka Community Store   |                    |                 | \$ 200.00           |
| In Kind Staff Hours MPL   |                    |                 | \$ 3,000.00         |
| In Kind Staff Hours MFSC  |                    |                 | \$ 3,000.00         |
| Greenwood Health Donation |                    |                 | \$ 3,000.00         |
|                           |                    |                 |                     |
| <b>Total Income</b>       |                    |                 | <b>\$ 15,404.00</b> |
| <b>Expenses</b>           |                    |                 |                     |
| Booklet Printing          | \$ 1,590.00        | 238.5           | \$ 1,828.50         |
| Booklet Design            | \$ 925.00          | 138.75          | \$ 1,063.75         |
| Sticker Printing          | \$ 325.00          | 48.75           | \$ 373.75           |
|                           |                    |                 |                     |
| Bag (inc printing)        | \$ 1,927.50        | 289.13          | \$ 2,216.63         |
| Art Design                | \$ 500.00          | 0               | \$ 500.00           |
| Photographer              | \$ 500.00          | 0               | \$ 500.00           |
| Wekas                     | \$ 297.00          | 44.55           | \$ 341.55           |
| Project Staff Hours MPL   |                    |                 | \$ 3,000.00         |
| Project Staff Hours MFSC  |                    |                 | \$ 3,000.00         |
|                           |                    |                 |                     |
| <b>Total Expenses</b>     | <b>\$ 6,064.50</b> | <b>759.68</b>   | <b>\$ 12,824.18</b> |
|                           |                    |                 |                     |
| <b>Balance</b>            |                    |                 | <b>\$ 2,579.82</b>  |

- **Discussion**

The first 13 months of 1000 Books Before School have been incredibly positive. The people who have been involved in the programme have all provided positive feedback.

One of the strongest messages we received in the feedback, was the positive benefits of making connections between parents and children through reading and between families and the librarians through ongoing visits to the library.

It has been wonderful to receive such positive community support for this programme from a wide range of people and organisations. Including the Motueka Public Library staff who have truly embraced and promoted the programme.

This first 13 months of the programme has established a strong positive foundation. Our aim in the second year is to capitalise and expand on the connections made between people in our community through reading aloud!

We would like to work harder to welcome families to the programme who would not normally come to the Motueka Public Library. We also plan to develop intergenerational connection opportunities based on reading aloud.

Our aim is to create a “we read to our children from birth, culture in Motueka. We are on our way!

Mary and Miranda  
March 2019





# A picture of me

BEFORE I STARTED 1000 PUKAPUKA BEFORE KURA



Name .....

I was born on .....

I am ..... years old

The people in my whānau are: .....

.....  
.....

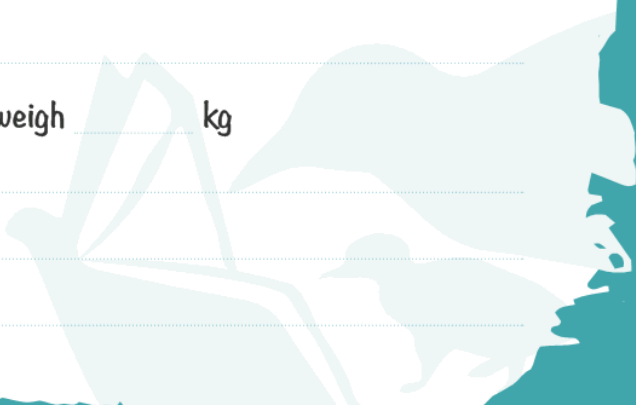
I live in .....

I am ..... cm tall I weigh ..... kg

My local library is .....

I love books about .....

My first book was .....



TASMAN DISTRICT LIBRARIES & MOTUEKA FAMILY SERVICE CENTRE

# Kia Ora & Welcome to 1000 Books Before School

YOU HAVE MADE A GREAT CHOICE

Mālō e lelei   Talofa   Namaste   Bula   Guten tag  
Kia orana   Hola   Konnichiwa   Bonjour   Ni hao

Kia ora and thank you for joining our challenge to read 1000 Books Before School. Our vision is to have everyone in the Motueka District reading aloud to their tamariki from birth.

**Use any language – they all work – it’s about lighting up your child’s brain.**

The first 1000 days are the most important for that developing brain. How much they will learn will be up to you because you’re the best person to teach, nurture, talk, sing and read aloud to your child.

So get ready to start taking full advantage of all the fun, wonder, warmth and learning that comes with snuggling up and reading out loud as you and your tamariki journey towards 1000 books.

**Reading aloud to and talking with your child are two of the best things you can do. The earlier you start the better.**



# 1000 Pukapuka Before Kura How It Works

- Step 1:** You visited Motueka Public Library and got this book to join 1000 Books Before School. Well done!
- Step 2:** Choose how you want to record your books. See below.
- Step 3:** Read books aloud to your kids daily - the earlier you start the better.\*
- Step 4:** Visit the Motueka Public Library for stickers to mark your way towards 1000 books at 25, 50, 75, 100, 200... Remember to get more books to read aloud.
- Step 5:** Receive a Book Bag from the library when you have read aloud your first 100 books and a surprise voucher when you reach 500!
- Step 6:** Complete 1000 books read aloud before school and celebrate!

You can do this! **1000 Books = 1 BOOK A NIGHT FOR 3 YEARS OR 3 BOOKS A NIGHT FOR 1 YEAR**

## CHOOSE HOW TO RECORD YOUR READ ALOUD BOOKS



**1000 Books App**

Download the 1000 Books Before Kindergarten App\* from the iTunes Store or Google Play Store.

\*This App is developed for the USA where children start Kindergarten at 5 years old.



**This Book**

Use the Story Log Pages in this Booklet! It starts on page 6.



**Personal Journal**

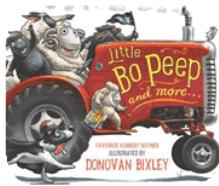
Find your own journal to list your books read aloud.

\*Use your 1000 Books App, this book's story log, or your own Journal, to note each book you read aloud to your child.

# Reading Books Not Your Strong Point?

USE THESE IDEAS INSTEAD TO TELL STORIES

## NURSERY RHYMES



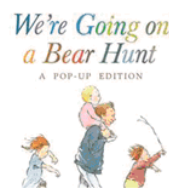
Borrow a book of nursery rhymes from the library and sing them from your memory!

## WAIATA



Sing songs you know off by heart, sing along with music or join a music group to learn songs kids like to sing.

## STORY TELLING



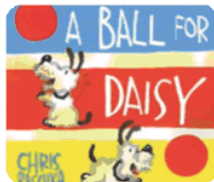
Borrow books with classic tales you know and make up your own words - You know the story!

## TELL TRUE STORIES



Retell your day with your child, tell them about when you were little or tell them their own stories like their very first birthday.

## BOOKS WITH JUST PICTURES



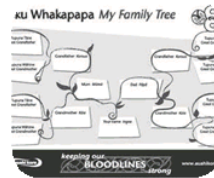
Come in and ask at the library to see the fantastic collection of wordless picture books. You just need to talk about the pictures!

## RECORDED STORIES



Find some stories on CD or the internet and the matching book. Snuggle up and point to the words and pictures as you listen together.

## WHAKAPAPA



Tell your child about their whānau, who they are and where they are from.

## STORY STONES



Make your own story stones, find ideas on pinterest. Use the stones to tell stories you know or to help you create a story from your imagination.

You can count all of these “stories” for 1000 Books Before School!





# Story Log 1-100 Books

Mark one circle for each story read or told. Take this log to the Motueka Public Library when you hit 25, 50, 75 and 100 books to find more books and a sticker for this page. When you get to 100 books come in to the library for your 1000 Books Bag!

|  |                          |                          |                          |                          |                          |                          |                          |                          |                          |            |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>10</b>  |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>20</b>  |
| <b>Ka Pai</b><br>what a<br>great<br>start! | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>25</b>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>30</b>  |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>40</b>  |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>50</b>  |
| <b>Halfway!</b>                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>60</b>  |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>70</b>  |
| <b>Tu Meke!</b>                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>75</b>                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>80</b>  |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>90</b>  |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>100</b> |













**Ka pai – time to go to the library for your book bag & 100 stories sticker**



# Rārangi Kōrero 101–200 ngā Pukapuka

Babies are hungry to communicate. They listen before they can talk. Between 1 & 2 years old they increase the words they can say by 100% or more! Reading books aloud provides lots of new words.

|  |                          |
|--|--------------------------|
|    | <b>110</b>               |
|    | <b>120</b>               |
|    | <b>130</b>               |
|    | <b>140</b>               |
|    | <b>150</b>               |
|   | <b>160</b>               |
|  | <b>170</b>               |
|  | <b>180</b>               |
|  | <b>190</b>               |
|  | <b>200</b> Sticker time! |

## MY FAVOURITE STORIES

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“The more that you read, the more things that you will know. The more that you learn, the more places you’ll go.” – Dr Seuss



# Reading to babies

## BUILDING BABIES' BRAINS AND MAKING CONNECTIONS

- During the first few months of life your baby just likes to be really close to you, hear your voice and to watch your face and lips move.
- Babies love books with bold contrasts and real pictures, especially, you guessed it - faces!
- Follow your babies eyes . . . talk about and read where they are looking.
- Point to pictures and talk about them - "Hey that looks like your teddy!"
- Let your baby turn the pages so they can learn how books work.
- Have books where your baby can get them. Babies want to touch & taste books . . . You'll need a few sacrificial books.
- Babies love to hear the same words, songs & stories over and over again.
- Get excited! Have fun! Use voices. Do sound effects.



JUST LIKE MAGIC, WHEN YOU READ TO YOUR BABY FROM BIRTH LOVE AND COMFORT CONNECTS TO BOOKS, READING, AND STORIES.

What a beautiful place to start life-long learning!



Babies learn best through interactions with caregivers – there is no substitute for you!



# Examples of great books for ngā pēpi



## CLOTH, BOARD & BATH



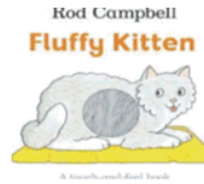
**Baby's World: A Kiwi First Focus Book** by Terry Fitzgibbon. Find baby friendly books made of cloth and board or water proof ones for the bath.

## SIMPLE HIGH CONTRAST



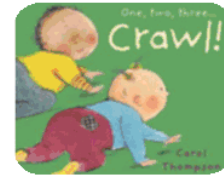
**The Ocean** by David Stewart. Books with high contrast colours, bold patterns and mirrors hold attention and focus newborn babies' eyes.

## FEELING TEXTURES



**Fluffy Kitten** by Rod Campbell. Babies love books with textural inserts to touch and explore different textures.

## BABY'S DAY



**Crawl!** By Carol Thompson. Babies really enjoy pictures of other babies doing ordinary every day things!

## FACES



**Hello you!** Illustrated by Stephen Barker. Babies love looking at faces - find books with a variety of faces for your baby to recognise.

## INTERACTIVE



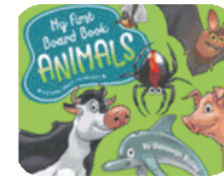
**Kei hea a Spot?** nā Eric Hill. Babies love books with flaps to explore, songs to sing and actions to do. Your baby will love copying you interacting with the book.

## NURSERY RHYMES



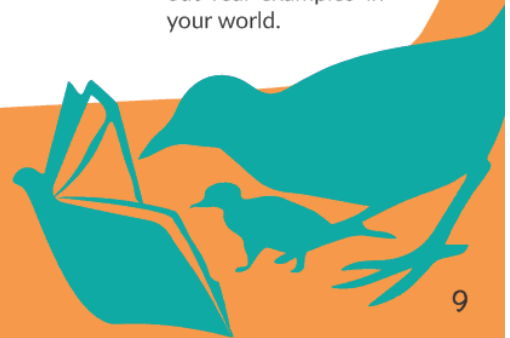
**Usborne Very First Nursery Rhymes** by Felicity Brooks. Find your favourites - sing them and act them out, repeat often and in the process find new favourites.

## NAMES AND SOUNDS



**My First Board Book Animals** by Donovan Bixley. Find books with animals and everyday objects for you to name and make their sounds. Point out real examples in your world.

It's never too early to start reading to your tamariki. Make reading aloud an every day taonga.



# Story Log 201–300 Books

Babies are expert listeners. By 9 months of age, they have figured out which sounds in their native language are important. These sounds are the building blocks of words. So share your day with your baby – describe what you are doing, sing, play and read aloud.

|          |  |            |
|----------|--|------------|
|          |  | <b>210</b> |
|          |  | <b>220</b> |
|          |  | <b>230</b> |
|          |  | <b>240</b> |
| Tino Pai |  | <b>250</b> |
|          |  | <b>260</b> |
|          |  | <b>270</b> |
|          |  | <b>280</b> |
|          |  | <b>290</b> |
| Kia Mau  |  | <b>300</b> |

Sticker time!

Everyone is the right reader. Mum, Dad, Grandparents, Cousins, older Brothers and Sisters, a friend, babysitter - no matter your job or education you can all make a difference by reading to a child.

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# Rārangi Kōrero 301–400 ngā Pukapuka

From the day your child is born they are learning, learning at lightspeed! Babies' brains are amazing. Babies are born with around 100 billion neurons. By 3 years old there will be 1,000 trillion connections shaped by early experiences. Feed this hungry brain with books!

|                     |            |
|---------------------|------------|
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>310</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>320</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>330</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>340</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>350</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>360</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>370</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>380</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>390</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>400</b> |

Sticker time!

**KO INEI AKU PUKAPUKA TINO PAI**

“Mai i te kōpu ki te urupā tātou ako tonu ai.”  
From the cradle to the grave we are forever learning.

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# Reading to toddlers

## GROWING VOCABULARY AND KNOWLEDGE

- Toddlers love books about their world - books with images of babies and children doing familiar things, like sleeping, eating and playing.
- Make the effort to find books about your toddlers interests – be it trains, dinosaurs or fairies!
- Make books part of your toddler's routines, especially bedtime!
- At some point your toddler will ask you to read the same book over and over and over again – Repetition is how they learn so snuggle up and read it again! Each time counts!
- Toddlers love rhyming, word play and songs. Encourage your toddler to clap, sing along, and leave space for them to add the words they know coming up in the story.
- Let your toddler guide your reading – Read and talk about where they are looking and pointing.
- It's OK to turn the page when your toddler wants to – they love to explore books and point to people, animals and objects!
- Read with expression, use different voices and sing stories!

**THE MORE STORIES YOU READ ALOUD, THE MORE WORDS YOUR CHILD WILL KNOW AND THE BETTER THEY WILL BE ABLE TO TALK TO YOU!**



*Tamariki become readers  
on the laps of their whānau.*

# Examples of great books for toddlers

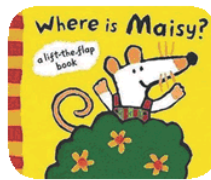


## REPETITION



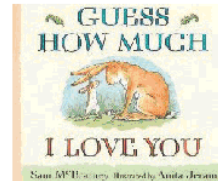
**Te Anuhe Tino Hiakai** nā Eric Carle. Find books that repeat the same patterns of words so your toddler can join in “reading” with you.

## INTERACTIVE



**Where is Maisy?** by Lucy Cousins. Toddlers love books with flaps, questions, songs and actions. Ask the questions, give them time to answer and if they don't know tell them!

## FEELINGS & RELATIONSHIPS



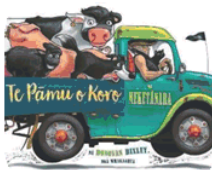
**Guess How Much I Love You** by Sam McBratney. Find books about feelings to help your toddler tell you what's going on.

## CONCEPT BOOKS



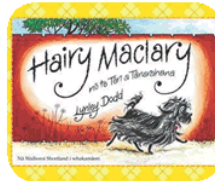
**Colours, ABC & 123 Book** by Te Papa. Toddlers love learning about basic concepts like, counting, shapes, size, colours and opposites.

## NURSERY RHYMES



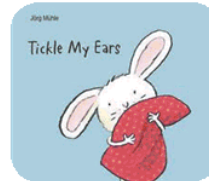
**Te Pāmu o Koro** Meketānara nā Donovan Bixley. Find books like Old MacDonald, The Wheels on the Bus and other old favourites to share with your toddler.

## RHYTHM AND RHYME



**Hairy Maclary** nō tē teri Tānarahana nā Lynley Dodd. Find books with sing song sentences and fantastic rhymes - Anything by Lynley Dodd or Dr Seuss! Your toddler will love listening to your voice and watching your expressions as you read.

## EVERYDAY LIFE



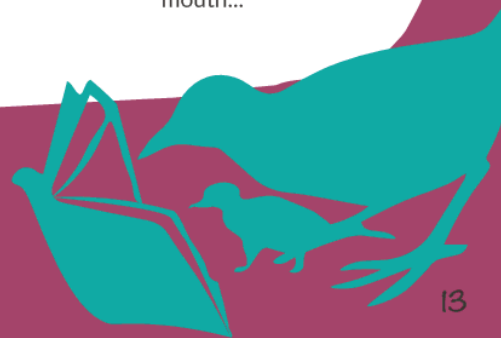
**Tickle My Ears** by Jorg Muhle. Find books about a toddler's everyday life. Talk about what is happening and compare the books actions and routines to yours at home.

## BODY AWARENESS



**Ten Little Fingers and Ten Little Toes** by Mem Fox & Helen Oxenbury. Use these books to learn body part names then have fun pointing to each other naming your ears, eyes and mouth...











Have fun! Show your child that reading is amazing.





# Story Log 401–500 Books

Tau ke – only 100 more books to half way! What a great job you are doing. Make sure you go to the library for your 500 books sticker ... they have a surprise waiting for you.

|          |  |            |
|----------|--|------------|
|          |    | <b>410</b> |
|          |    | <b>420</b> |
|          |    | <b>430</b> |
|          |    | <b>440</b> |
| Tau Kē   |    | <b>450</b> |
|          |   | <b>460</b> |
|          |  | <b>470</b> |
|          |  | <b>480</b> |
|          |  | <b>490</b> |
| Kia Kaha |  | <b>500</b> |

Surprise time!

“One of the greatest gifts adults can give – to their offspring and to their society – is to read to children.” - Carl Sagan

## MY FAVOURITE STORIES

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# Rārangi Kōrero 501–600 ngā Pukapuka

It adds up! If you read just 15 minutes a day, in one year you will have read over one million words! An average children’s picture book may have around 500 words – These add up fast!

|                     |            |
|---------------------|------------|
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>510</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>520</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>530</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>540</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>550</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>560</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>570</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>580</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>590</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>600</b> |

Sticker time!

“E tohe e tā te purihi”  
Persistence has its rewards.

**KO INEI AKU PUKAPUKA TINO PAI**

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# Reading to tamariki

## DISCOVERING THE WIDE WORLD

- Your preschooler will love books that will challenge them and help advance their developing skills; alphabet books, counting books, or books with lots of new vocabulary.
- Kids are curious about the world, they love books about different people and places doing different things.
- They also really like learning about everyday real things - find non-fiction books that talk about things your child is interested in.
- Talk about the cover of books and ask your child what they think the book is about – this will hold their attention as they find out if they were right.
- Name the parts of books – The title, the author and the illustrator – explain what these are.
- Find some simple books with a few words so you can point to each word as you say it.
- Encourage your preschooler to ‘retell’ parts of stories. Your kids will be eager to show you what they know.
- Longer stories start to be more appreciated by older kids as their ability to sit longer develops!

*Talk to the Librarians @ the Motueka Public Library for more ideas and great books for the age, stage and interests of your children.*

**HAVE BOOKS WHERE YOUR CHILD CAN GRAB THEM TO READ ANYTIME. TAMARIKI LOVE TO CHOOSE AND LOOK AT BOOKS ON THEIR OWN.**



# Examples of great ngā pukapuka for preschoolers

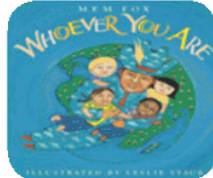
3 TO 5 YEARS

## IMAGINATION



Te Tanguruhau nā Julia Donaldson & Axel Scheffler. Introduce your preschooler to new and different worlds, stretch and fill their imagination with books.

## THE WIDER WORLD



Whoever You Are by Mem Fox. Open your children's eyes to the wider world around them. Find books about different people and different cultures and countries.

## NEW EXPERIENCES



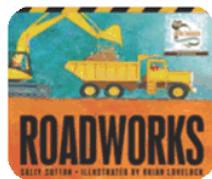
I Don't Want to go to School by Stephanie Blake. Find books about up and coming new experiences and start a conversation while reading.

## ALPHABET BOOKS



Kipper's A to Z by Mick Inkpen. Gather up a few good alphabet books to help your preschooler learn their letter names and sounds.

## INTERESTS



Road Works by Sally Sutton. Find books that interest your kids. The topic will draw your child in. Use this tactic later when you're looking for books for your child to read to themselves.

## FUN WORDS & IDEAS



Baa Baa Smart Sheep by Mark & Rohan Sommerset. Preschoolers are discovering how fun it can be to play with words. Find books that use words that make you smile.

## ACTIONS AND SINGALONG



Row, Row, Row your Waka by Rebecca Larsen. Find new books with actions and songs. Kids love learning what to do alongside you.

## FRIENDS & SHARING



That's Mine by Michel van Zeveren. There is a lot for preschoolers to learn about getting along with others. Read about friends, sharing, making choices and dealing with social situations.

"Fill your house with stacks of books, in all the crannies and all the nooks!"  
– Dr Seuss



# Story Log 601-700 Books



There is nothing quite like the triangle of love created by a parent, a child and a book.

|                           |  |  |  |  |  |  |  |  |  |            |
|---------------------------|--|--|--|--|--|--|--|--|--|------------|
|                           |  |  |  |  |  |  |  |  |  | <b>610</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>620</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>630</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>640</b> |
| <b>Ka Mau<br/>Te Wehi</b> |  |  |  |  |  |  |  |  |  | <b>650</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>660</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>670</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>680</b> |
|                           |  |  |  |  |  |  |  |  |  | <b>690</b> |
| <b>Miharo</b>             |  |  |  |  |  |  |  |  |  | <b>700</b> |

**Sticker time!**

“You’re never too old, too wacky, too wild, to pick up a book and read to a child.” - Dr Seuss

## MY FAVOURITE STORIES

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# Rārangi Kōrero 701–800 ngā Pukapuka

Don't ever underestimate the importance of what you are doing. You are the person who can make a difference that will last your child's lifetime. You are in an amazing place to nurture, talk, sing or read aloud to your child.

|                     |            |
|---------------------|------------|
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>710</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>720</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>730</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>740</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>750</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>760</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>770</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>780</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>790</b> |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>800</b> |

Sticker time!

Babies aren't born smart, they're made smart by caregivers talking with them. Try the 3 T's: "Tune In, Talk More, Take Turns" - Dana Suskind

### KO INEI AKU PUKAPUKA TINO PAI

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# Story Log 801-900 Books

You have reached the last 200 books, you are doing great things for your child! We all have dreams, but in order to make them come true, it takes a lot of determination, dedication and effort. Well done and keep going!

|                  |  |            |
|------------------|--|------------|
|                  |  | <b>810</b> |
|                  |  | <b>820</b> |
|                  |  | <b>830</b> |
|                  |  | <b>840</b> |
| Ka taea<br>e koe |  | <b>850</b> |
|                  |  | <b>860</b> |
|                  |  | <b>870</b> |
|                  |  | <b>880</b> |
|                  |  | <b>890</b> |
| He Toki<br>Koe   |  | <b>900</b> |

Sticker time!

“You can find magic wherever you look.  
Sit back and relax, all you need is a book.”  
- Dr Seuss

## MY FAVOURITE STORIES

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# Rārangi Kōrero 901–1000 ngā Pukapuka

**Congratulations!**

The fact that you are reading this means that you have created 1000 shared storytelling memories for you and your whānau.

|                     |             |
|---------------------|-------------|
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>910</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>920</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>930</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>940</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>950</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>960</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>970</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>980</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>990</b>  |
| ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ | <b>1000</b> |

Super Sticker Time!

“Hāpaitia te ara tika kia pumau ai te rangatiratanga mō ngā uri whakatipu.” Foster the pathway of knowledge to strength, independence and growth for future generations.

**KO INEI AKU PUKAPUKA TINO PAI**

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# Frequently Asked Questions

## Can I count books I read to my child before I registered?

You can't, but read them again and you can!

## My child likes to read the same book over and over again. How do I count that?

Repetition is important for learning. You mark or colour in a circle in your reading record every time you read a book. If you read the same book 10 times, you mark or colour in 10 circles.

## Can I count books that are read to my child by others or at programs like Storytime?

Every book that your child actively listens to counts – this includes stories read at Storytime Sessions, Day Care, Playgroup, Kindergarten and Kohanga Reo. You can count books read from anywhere – not just library books.

## What if my child starts school and hasn't finished the programme?

You have until the end of your child's first term at school to finish your reading. Remember 3 books a night equals 1000 books in a year!

## My child likes to listen to books on the computer/iPad/eReader/Audiobooks etc. Can I count them?

Yes, if you read along with them.

## My child does not always listen to the whole book. Can I still count it?

Yes, of course. This is meant to be fun. Babies, toddlers and preschoolers have varying attention spans and not all books will interest all children.

## My child likes to move. He/she will not sit still for a book.

This is very normal. Young children like to explore and play. Reading aloud while they are playing nearby still builds their literacy and vocabulary skills as they hear words said aloud.

## What books should we read?

Whatever books interest your child. If you need ideas for great books you can check the book lists at the Motueka Public Library or visit the 1000 Books Before School page on the Tasman District Libraries website. You can also ask a librarian for their read aloud favourites.

## Do I have to read every day? What if I miss a day?

It doesn't matter if you miss a day, just take time to read the next day. 1000 books is a long term goal - read when you can, as often as you can. Remember all it takes is one book a night for three years, or three books a night for one year.





# Connect with our Community

**FOLLOW US ON FACEBOOK OR SEND US AN EMAIL TO CONNECT WITH THE 1000 BOOKS COMMUNITY.**

Facebook: [www.facebook.com/1000booksbeforeschoolmotueka](http://www.facebook.com/1000booksbeforeschoolmotueka)

Email: [info@1000booksbeforeschool.org.nz](mailto:info@1000booksbeforeschool.org.nz)

Website: [www.1000booksbeforeschool.org.nz](http://www.1000booksbeforeschool.org.nz)

*Take a pic of each completed Story Log page with your child and post to our Facebook page!*

1000 Books Before School is a collaboration between Tasman District Libraries and Motueka Family Service Centre and is supported by the Motueka Community.

If you want more information about becoming involved, contact Motueka Public Library or the Motueka Family Service Centre.

## Motueka Public Library

12 Pah Street, Motueka

Ph 03 528 1047

[www.tasmanlibraries.govt.nz](http://www.tasmanlibraries.govt.nz)

[www.facebook.com/tasmanlibraries](http://www.facebook.com/tasmanlibraries)

## Motueka Family Service Centre

27 Talbot Street, Motueka

Ph 03 528 0123 or 021 038 1017

[www.facebook.com/motuekafamilyservicecentre](http://www.facebook.com/motuekafamilyservicecentre)

[www.motuekafamilyservicecentre.com](http://www.motuekafamilyservicecentre.com)

We would like to acknowledge the 1000 Books Before Kindergarten Foundation whose work has inspired us to create our own 1000 Books Before School programme here in Motueka.

You can  
do this!

**1000  
Books**

=

**1 BOOK A NIGHT FOR 3 YEARS OR  
3 BOOKS A NIGHT FOR 1 YEAR**

**ARTIST:  
ZARA ALEN**

[zaraalenmaoriartist](http://zaraalenmaoriartist)



**PHOTOGRAPHER:  
KARAENA VINCENT**

[karaenavincet.com](http://karaenavincet.com)



**DESIGN & PRINT:  
MELISSA GIRVIN  
SPECIALISED PRINT**

[specialisedprint.co.nz](http://specialisedprint.co.nz)





A COLLABORATION BETWEEN

Motueka family service Centre

tasman district council

SUPPORTED BY

COGS Community Organisation Grants Scheme

NBS NELSON BAKING SOCIETY

Motueka Arts Council Inc. Working for Community Art since 1988

TOAD HALL

## Golden Bay Community Board – Special Funds Application

**Your Organisation:** The Peaceable Kin-dom Educational & Charitable Trust

**Address:** c/ 46 Rototai Road, Takaka 7110

**Email contact:** [PeaceableKindom@gmail.com](mailto:PeaceableKindom@gmail.com)

**GST Registered:** No

**Registered with the Charities Commission:** Yes. Our registration number is CC57500

### **Description of project (what is it, who is involved, how will it be delivered):**

**Background:** Five years in planning, the Peaceable Kin-dom is a newly registered (Feb 25) charity in Golden Bay, an all-volunteer nonprofit organisation whose mission includes the following three components: (1) to rescue, provide sanctuary, and find homes for abused, abandoned, neglected, and homeless domestic and farm animals; (2) to provide appropriate, sustainable habitat and food for the animals through a productive permaculture-designed farm; and (3) to offer educational resources, outreach, volunteer and service learning opportunities to Golden Bay schoolchildren and youth, other community agencies (e.g. Te Whare Mahana), and the community at large, about holistic, sustainable care of people, animals, and the natural environment. Our motto: "People, other animals, and the Earth, thriving together." *For more details, please see the attached Summary of our Vision, Mission, Aims & Objectives.*

**This Project:** A public meeting, brief film showing and presentation, intended to introduce The Peaceable Kin-dom's vision, mission, goals, and planned projects to the Golden Bay community, along with a featured speaker on "Holistic Nutrition, Health Care, and Veterinary Services for Animals" – a key emphasis of the Kin-dom. Our intended speaker is Dr. Viv Harris, DVM, past president of the NZ Holistic Veterinary Association and author of *Natural Remedies Dogs and Cats Wish You Knew: A Holistic Care Guide*. She will speak for 45 minutes and then answer questions from the audience. In the event that Dr. Harris is not available (we're awaiting confirmation), we will invite Dr. Liza Schneider, DVM of Holistic Vets in Tauranga, also a past president of the NZ Holistic Veterinary Association. The meeting will include a slideshow about The Peaceable Kin-dom's intended and planned projects and services, plus an opportunity for community members to sign up for further information or to participate as volunteers, donors, or expert advisers. This meeting is the "kick-off" in an intended series of educational presentations that will bring documentary movies and speakers to Golden Bay, all relating to enhancing the wellbeing of humans, other animals, and our natural environment through natural, sustainable, regenerative practices.

**How will your project benefit the community:** There are currently no other organisations in Golden Bay (or in New Zealand, to our knowledge) that bring together animal health/welfare, permaculture and regenerative agriculture, and educational resources for enhancing human/animal/environmental health and wellbeing. Also, while we have skilled and dedicated conventional veterinarians in the Bay, there are no holistic veterinary services available here. This means the wider "toolbox" of natural, non-invasive, holistic prevention and therapeutic treatments has not been available to our community, and the presentation is intended to inform the public of how and where people can access this information and services for the benefit of their own health and that of their companion and farm animals.

**Project Start Date:** June 1 (planning+logistics)

**Project End Date:** July 20 or 27 or August 3 or 10 (Public meeting+Presentation) depending on availability of presenter and the Village Theatre

**Project Location:** The Village Theatre, Takaka

*Expected number of participants/beneficiaries: est. 300 (capacity of Village Theatre) + an indeterminate number of Golden Bay residents who will read about the event and its contents in the WEEKLY and the Peaceable Kin-dom's website+social media platform, afterwards.*

### **Project Budget**

**Income** (all income for the project, including grants received or applied for; cash; and in-kind or volunteer time contributions)

| <u>Amount</u> | <u>Income Item</u>   |
|---------------|--|
| \$ 0.00       | Grants applied for (outcome unknown)   |
| \$ 0.00       | Grants applied for (successful outcome)  |
| \$540.00      | Dollar value of volunteer labour (est 27 hours @ \$20 per hour, including all planning and preparation, driving speaker from/to Nelson Airport, preparing slideshow, publicity, informational materials, and refreshments for the event) |
| \$590.00      | Dollar value of in-kind contributions (3 nights speaker lodging @ \$80 per night, 10 meals for speaker @ \$15 per meal, \$200 professional fee of speaker which will be waived)  |
| \$ 0.00       | Cash   |
| \$ 0.00       | Other  |
| \$ 1,130      | TOTAL  |

### **Project Expenses**

| <u>Amount</u> | <u>Expense Item + Description</u>   |
|---------------|---|
| \$ 250.00     | Village Theatre hire for one night (nonprofit rate)   |
| \$ 200.00     | Air NZ fare for speaker from Wellington to Nelson and return  |
| \$ 540.00     | Planning and preparation by Kin-dom Coordinating Council, est 27 hours @\$20 hr (in reality, it will probably take at least twice that time to prepare the slideshow and publicity, informational materials, refreshments for the event, and driving the speaker to and from Golden Bay from Nelson Airport). These services will be performed by volunteers, as shown above. |
| \$ 590.00     | 3 nights speaker lodging @ \$80 per night, 10 meals for speaker @ \$15 per meal, \$200 professional fee of speaker  |
| \$ 100.00     | Petrol to/from Nelson Airport to transport speaker to/from Golden Bay   |
| \$1,680.00    | TOTAL   |

**Project Shortfall:** This calculated value should match the Requested Amount on your Online Application: **\$550.00**

### **Declarations**

We declare that the information supplied here on our behalf is correct. If the application is successful, we agree to:

1. Return the Project Report Form (Accountability Form) by the end of August 2020 (the project will not actually take place until late July/early August, so total expenses and

outcomes won't be known until it has actually happened). We understand that failure to do so will result in ineligibility for the next year's funding scheme.

2. Participate in any funding audit of our organisation or project conducted by or on behalf of Tasman District Council.

| <b><u>Declared by (name):</u></b>                                     | <b><u>Date:</u></b> |
|---|---------------------|
| Lethea Erz, Coordinator<br>The Peaceable Kin-dom Trust                | 29 May, 2020        |
| Berdina Brinkman, Coordinating Council<br>The Peaceable Kin-dom Trust | 29 May, 2020        |

## The Peaceable Kin-dom Educational & Charitable Trust

*HumAnimalKind & Gaia Thriving in Partnership*

### 1 Vision, Mission, Core Values, Aims (Goals) and Objectives

#### **Vision**

*The Peaceable Kin-dom Educational and Charitable Trust is inspired by a vision of a world where human beings live, work, play and thrive in healthy, harmonious, sustainable, mutually enhancing relationships with each other, with all living beings, and with the natural world on which all life depends.*

#### **Mission**

*The overarching mission of the Peaceable Kin-dom Educational and Charitable Trust is to provide a refuge for animals and a healing place for people while promoting environmental stewardship.*

*It advocates, creates and operates structures, projects, enterprises, events, and activities that connect human beings (HumAnimals), other Animals, and the Earth (representing the rest of Nature), for mutual healing and increased wellbeing through compassionate, cooperative, sustainable, reciprocally empowering relationships and actions that promote the greatest good of all beings.*

#### **Core Values**

*The core values and worldview embraced and promoted by the Peaceable Kin-dom Educational and Charitable Trust include:*

*Belief that the Earth (“Gaia”) and all that exists upon it, animate and inanimate, form an interrelated, interconnected, interdependent web in which any action in any part of the system, including action by human beings, has an important and far-reaching effect on the whole.*

*Awareness that the Earth and all living beings are constantly evolving and changing, and that conscious evolution on the part of HumAnimals is necessary for the survival and wellbeing of ALL species on the planet.*

*Belief that mutual respect, cooperation, collaboration, effective communication, continual personal growth, and creative conflict resolution are essential skills for HumAnimals to cultivate, amongst ourselves and in relation to other living beings and the rest of Nature on which all life depends.*

*Agreement with Mahatma Gandhi’s statement that “The greatness of a nation and its moral progress can be judged by the way its animals are treated.”*

*Agreement with His Holiness the Dalai Lama’s statement that: “Life is as dear to a mute creature, as it is to humanity. Just as one wants happiness and fears pain, just as one wants to live and not die, so do other creatures.”*

In service of this Vision and Mission and these Values, the specific, interconnected aims and objectives of the Kin-dom are as follows:

**List of Major Aims of The Peaceable Kin-dom**

(see below for detailed Objectives for each Aim):

1. Animal Rescue & Sanctuary
2. Permaculture-inspired Land Use, Agriculture and Horticulture
3. Education and Service Learning
4. Volunteer Support and Operation
5. Self-support and Fund-raising
6. Emphasis on Process: Co-creation, Collaboration, Cooperation, Communication, Community
7. Holistic, Integrative, Sustainable Principles and Practices
8. Emphasis on Holistic Education & Healing, and Aesthetic Arts
9. Modeling Kin-dom Values Through Examples and Opportunities
10. Research, Advocacy and Policymaking
11. Benefits to Local Golden Bay Community and Beyond
12. Networking for the Greater Good of the Earth and All Beings

\* \* \* \* \*

**Aims (Goals) and Detailed Related Objectives<sup>i</sup>****1. Animal Rescue and Sanctuary**

The Kin-dom's primary reason for existence is to rescue and offer sanctuary to domestic and farm animals (also wild animals and birds, depending on available resources and expertise), from situations of abandonment, abuse, neglect, injury and/or danger; to provide them with safe, nurturing, species-suitable homes; and to educate human beings about appropriate, humane, life-enhancing relationships with each other and with non-human living creatures.

**Related Objectives:**

- a. "Care Farm"<sup>ii</sup> approach: The Kin-dom's policies, physical and social environment, and practices exemplify its commitment to optimise the possibilities of every being (human and non-human) and the land, for health, wholeness, self-expression, fulfillment of potentials, enjoyment of life, harmonious relationships, and contribution to a greater good for all.
- b. "Abuse-free environment": All beings who participate in the Kin-dom's environment and activities are promised freedom from abuse: physical, emotional, social, or verbal. The Kin-dom's policies offer specific guidelines, strategies and practices to teach non-violence, compassionate communication and interaction skills, mutually beneficial resolution of disputes, and personal growth – amongst human beings, and for humans interacting with other animals, wherever they are.
- c. Humane treatment of all beings: The Kin-dom's approach to individuals, groups, and organisations that mistreat animals is educational and non-judgmental, emphasising collaboration and cooperation first. However, the safety and well-being of all living creatures are the Kin-dom's absolute priorities, and all necessary steps will be taken to ensure them. Every attempt will be made to enlist cooperation and social pressure for positive change,



before calling on enforcement agencies for assistance. However, if necessary, the Kin-dom will utilise all available animal protection laws and agencies to assure every animal's safety and wellbeing, and to prevent further instances of neglect or abuse.

- d. Fostering healing relationships: Programmes for marginalised or at-risk individuals and groups emphasise empathy, experiential learning, and mutual care: amongst human beings, with the other animals who inhabit the Kin-dom, and with the earth and natural elements that provide the basis for all life.
- e. Providing safe, nurturing "forever homes" for animals in our care: All prospective adoptive homes will be inspected, and all household members interviewed and provided with necessary knowledge, training and resources, to ensure that animals adopted from the Kin-dom will be safe and well cared for, for the rest of their natural lives.  
The Kin-dom's adoption contract includes the Kin-dom's right to reclaim any animal whose adoptive home doesn't work out, for *any* reason. Although our goal is to find caring adoptive homes for as many animals as possible (to create space so we can rescue more animals), any animal adopted from the Kin-dom is guaranteed a lifetime home at the Kin-dom, if it must be returned or reclaimed. No animal adopted from the Kin-dom may be re-homed anywhere else, without specific, written approval from the Kin-dom.
- f. Foster care programme: When necessary and appropriate, the Kin-dom provides resources and training to individuals and families who are willing to provide foster care for animals with special needs (e.g. very young orphaned animals who need constant care not available at the Kin-dom's facilities), or for creatures that Kin-dom volunteers lack the necessary expertise or facilities to care for properly, or when the Kin-dom simply has no more room to take in more animals at the time.
- g. "Feral-to-farm" programme: If a feral cat cannot be socialised to live as a pet, the Kin-dom seeks farmers who are willing to provide it food, shelter and health care in exchange for its helping keep the farm rodent-free.
- h. Care for community cats: The Kin-dom encourages community responsibility for feral cats, through education, humane trapping, de-sexing and health care, socialising and providing homes for them if possible. If feral cats cannot be socialised, the Kin-dom supports Trap-Neuter-Return (TNR) practices to humanely reduce feral populations, and volunteer feeding programmes to minimise threats to bird life.
- i. Wild animal and bird rehabilitation: If orphaned, sick or injured wildlife or birds are brought to the Kin-dom, they are cared for as our expertise allows, or referred to agencies with more knowledge or facilities for their care. They are returned to the wild when their survival there is likely; otherwise they're given the most natural possible habitat in which to live out their lives.
- j. The Kin-dom's educational programmes, both on-site and outreach, teach respect and caring for all living creatures, including the specific needs of individuals of each species, whether domestic, wild, native or introduced.

## 2. *Permaculture-inspired Land Use, Agriculture and Horticulture*

The Kin-dom's physical landscape and facilities utilise and exemplify sustainable Permaculture<sup>iii</sup> principles, to the greatest extent possible under the circumstances (economic/financial, available land and buildings, available human time and talents, and applicable laws and regulations) at any given time.

**Related Objectives:**

- a. Working with Nature: To the greatest extent possible, the Kin-dom's policies and practices demonstrate the foundational Permaculture philosophy of "working with, rather than against nature." This includes the nature of the land and climate, the built environment we use and/or create, the nature of each animal the Kin-dom serves, "human nature," the nature of applicable laws and rules affecting the Kin-dom, the nature of available resources and services, and the nature of the Golden Bay community's social environment.
- b. Regenerative Organic Agriculture<sup>iv</sup>: To the greatest extent possible at any given time, the Kin-dom uses the methods of Regenerative Organic Agriculture to rebuild soil structures, restore and optimise soil nutrients, and provide maximum sequestration of CO<sub>2</sub>, for the benefit of the overall environment as well as of those living creatures who eat the food produced on Kin-dom land.
- c. Self-reliance and sustainability: To the greatest extent possible, the Kin-dom produces nourishing organic food, species-appropriate habitat, and natural, holistic remedies for the animals it serves, and humanely utilises the animals' natural behaviours and by-products to enhance the health and productivity of the land they live on.
- d. "Nothing wasted": Every attempt is made to reduce waste and to re-use, re-purpose, or recycle all substances produced or acquired by, or used in, the Kin-dom. The Kin-dom employs locally sourced re-used and recycled building materials whenever possible and appropriate.
- e. "Providing for future generations": No practices or substances will be used that would diminish the land's capacity to provide sustenance to future generations of humans and other living creatures. Every effort is made to *increase* the land's fertility and generativity, and to design human training and activities to make this possible.

**3. Education and Service Learning**

The Kin-dom offers educational and service learning opportunities for human beings of many ages, on subjects related to or supportive of the Kin-dom's guiding vision, mission, core values, aims and objectives.

**Related Objectives:**

- a. Model of a nurturing environment: The Kin-dom's physical design and structure, and its operating policies, procedures and practices exemplify its philosophy, mission, and core values as described in this Deed.
- b. Human environment: The Kin-dom provides its leadership and volunteer staff with educational resources and training so they can be role models for what the Kin-dom teaches: self-awareness, personal evolution, empathy, cooperation, co-creation, kindness, compassion and caring for self and all other beings.
- c. Lifelong learning and personal development opportunities: Depending on funding and expertise available, the Kin-dom offers a wide array of formal and informal learning opportunities on topics related to its mission, core values, and goals: to school students, community members, visitors, and Kin-dom volunteers. There is an emphasis on experiential and collaborative learning, valuing and utilising the interests, strengths, and gifts of all participants, of all ages and life experiences. To the greatest extent possible,

all learning styles and “multiple intelligences” will be addressed and accommodated.

- d. Learning formats and resources: Learning opportunities and materials offered may include but are not limited to: classes and workshops (on- or off-site), public lectures and presentations, resource collections (print, audio-visual, electronic, experiential/kinesthetic, plus specially designed learning laboratories), service learning experiences, community service projects, volunteer training and supervision, educational outreach (school programmes, outreach to service agencies), and/or networking with other organisations sharing common goals.
- e. Education for respectful, empathic, humane, caring relationships with both human beings and other animals, and with the natural environment: Topics covered may include but are not limited to: animal feeding, care and treatment; humane animal training; communication with animals; human and animal nutrition; first aid and holistic healthcare for animals; building healthy animal habitats; animal welfare activism; animal-assisted therapy; holistic/integrative/functional health and personal growth approaches for people; non-violent/compassionate communication; collaborative conflict resolution; understanding and working with different personality types; meditation; the healing arts; permaculture; sustainable farming and horticulture; enhancing soil structure; artistic and edible landscape design; organic and/or biodynamic gardening; human/animal/earth interdependence.
- f. Provision of affordable learning opportunities: Although some educational services may require charging a fee to pay for the activities themselves, every attempt is made to make costs affordable to the most people possible, and scholarships will be offered so nobody is excluded who really wants to participate and who would clearly benefit from participation.
- g. Community services that exemplify and practice the Kin-dom’s philosophy and core values: In addition to classes, workshops, and resources detailed in 3c, 3d, and 3e, specific services may be offered for free or at low cost, including but not limited to: spay/neuter clinics; core (essential, according to holistic veterinary practice) vaccination clinics; holistic, integrative veterinary services for low income people’s animal companions; mobile holistic, integrative veterinary services not available elsewhere in the area. Such services are available, at reasonable cost, to all community members and their animals. Other offerings may include free health care for special needs animals adopted from the Kin-dom; a community dog exercise and socialisation park; a resource library including print and non-print media; a memorial garden for Kin-dom resident and re-homed animals who have died; an artfully designed Sanctuary Garden where humans and animals can interact safely and peacefully, an “Op Shop” and/or Gift Shop, and a “Cat Café”/“Doggy Diner” open to the public, serving only health-promoting organic food and beverages (as determined by the Kin-dom’s research).

#### 4. *Volunteer Support and Operation*

As an all-volunteer organisation, the Kin-dom aims to provide service opportunities and relevant training for individuals of all ages and abilities, and for groups. Because the scope and success of the Kin-dom depends entirely on the type and quality of volunteers attracted, and on the cohesiveness of the team we co-create, priority is given to creating supportive, collaborative relationships and clear communication amongst all involved in the organisation.

**Related Objectives:**

- a. In order to achieve its mission and goals, the Kin-dom offers opportunities for volunteers of all ages and many abilities, to do a variety of tasks appropriate to their interests, skills, needs, experience, capabilities, and time available. School students, elders, other community members, members of special interest or special needs groups, local professionals with needed skills and expertise, and visitors to the area are encouraged to contribute their time, talents, and/or treasures to help the Kin-dom fulfill its mission.
  - b. The Kin-dom seeks to create the best possible match between each volunteer's desires, situation and circumstances (see 4a, above), and the Kin-dom's (and its animals') needs. A variety of levels of commitment and responsibility are available – from drop-in dog-walking and animal socialisation, to regular shifts working with animals or on the farm, to committee membership or leadership, to sponsored workshop facilitation, to time-limited building projects or fundraising campaigns. Appropriate training, supervision, and record-keeping/accountability requirements are provided in each situation.
  - c. All volunteers are provided task descriptions, specific skills training, supportive supervision, and self-evaluation opportunities, as appropriate to assure their safety and enjoyment, the well-being of the animals, and the optimal functioning of the Kin-dom. Volunteer creativity and input are actively sought, to continually fine-tune and optimise the Kin-dom's procedures and training methods.
  - d. Because the scope and success of the Kin-dom's activities depends on the knowledge, skills and experience its individual volunteers bring, the Kin-dom actively seeks volunteers with specific skills, including but not limited to: knowledge and experience working with different species of animals (domestic, farm, wild, birds, etc); permaculture design and practice; sustainable building; carpentry; holistic nutrition for people and animals; adult and childhood education; fund-raising, website design; social media; accounting and bookkeeping; op shop and cafe management and operation; animal communication; animal first aid; holistic veterinary medicine; various holistic, integrative healthcare modalities.
  - e. Learning library: The Kin-dom purchases educational materials related to its mission and goals, and makes these available to volunteers, to members of compatible organisations, and to the general public.
  - f. Volunteer newsletter: The Kin-dom publishes a regular email newsletter for volunteers, including animal foster families, keeping them abreast of Kin-dom events, specific animals' status and needs, procedural changes, recognition of individuals' contributions, and any other important information that helps them in their volunteer work and increases their sense of community in the Kin-dom.
  - g. Social media networking: The Kin-dom maintains a private Facebook group where volunteers, including animal foster families, can network with each other, offer suggestions, and interact with Coordinating Council and relevant committee members.
5. *Self-support and Fund-raising*
- The Kin-dom initiates and conducts enterprises, projects, appeals, activities and events, as necessary or desirable, to enable the Trustees to give effect to, attain, and enhance the Kin-dom's

educational and charitable purposes. All income or donations from these efforts are used to support, maintain, and expand the Kin-dom's educational and charitable activities, in keeping with its guiding vision, mission, aims and objectives.

**Related Objectives:**

- a. Sponsorship: the Kin-dom solicits and welcomes sponsorship, both local and distant, in the form of financial support, free or discounted goods and services, for both one-off events and ongoing maintenance of Kin-dom programmes. Sponsors receive public expressions of gratitude and encouragement for Kin-dom supporters to utilise sponsors' goods and services. Sponsorship is encouraged from individuals and organisations whose operations, services, and products are consistent with the Kin-dom's philosophy, mission, core values, and goals. Sponsorship from those whose operations or products don't align with the Kin-dom's philosophy, mission, values, goals and policies (as determined by the Trustees or their designees) may be respectfully declined.
- b. Memberships: Annual membership subscriptions are available to local residents and distant supporters alike. A range of subscription fees is available for adults, elders, junior members (to age 18), and other categories as determined by the CC. Members are entitled to vote at the AGM. Other membership privileges are decided by the CC, and may include, but are not limited to: discounts on Kin-dom sponsored events, workshops, classes, or calendars; special members-only events; free tours or Kin-dom themed merchandise.
- c. Fund-raising enterprises: The Kin-dom may operate such on-going fund-raising enterprises as an op shop selling donated goods for humans and other animals; a retail store selling new products, food items and supplements (for people and animals), organic seeds and seedlings; organic produce grown in the Kin-dom's gardens; and other products that are consistent with the Kin-dom's mission, core values, and goals; a "souvenir shop" selling art and other memorabilia related to the Kin-dom; a mobile holistic veterinary clinic offering integrative animal health services to the wider community; a café serving health-promoting food and beverages consistent with the Kin-dom's mission, core values and research findings; a resource library and store offering print and non-print media related to the Kin-dom's mission and core values; a public dog park; animal first aid and training courses; animal behaviour consultations; and/or a memorial garden for current or former Kin-dom resident animals, where community members may also pay a fee to commemorate their own animal companion's life.
- d. Fund-raising campaigns: The Kin-dom runs both continuing and one-off appeals for donations of money and other resources useful for the ongoing operation and expansion of the Kin-dom's educational and charitable activities. Such appeals may include, but are not limited to: tax-deductible contributions (one-off or on a regular basis); bequests of money, investments, property or chattels; gifts or purchase of specifically requested items; campaigns to fund specific buildings, projects or events; "sponsorship" for individual animals' care; donation of funds for the privilege of naming a resident Kin-dom animal; and subsidisation of certain operating costs (e.g. rent, utilities, vet care).
- e. Special events: The Kin-dom sponsors one-off or repeating events that may include, but are not limited to: quarterly or annual street appeals; information/donation stalls at stores, fairs or markets; fund-raising

entertainment such as concerts; harvest banquets; “theme” celebrations; holiday gift-giving, educational workshops or classes; free or low-cost spay/neuter or core vaccination clinics.

- f. Donations: The Kin-dom solicits and welcomes one-time donations of money and specific items (e.g. pet supplies, garden tools, vehicles, animal food, office supplies) that may be needed for the Kin-dom’s operations, or that may be sold to raise funds to support the Kin-dom’s activities. Donated items that the Kin-dom cannot use, for any reason, may be sold to raise money for the Kin-dom, or re-donated to other service organisations that can benefit from them.
  - g. Products: The Kin-dom may design, manufacture, and sell special products related to its mission, values and goals, for the purpose of expanding awareness of the Kin-dom’s mission and to raise money for the Kin-dom’s ongoing operations.
  - h. Services to the community at large: The Kin-dom may offer services for payment, related to its philosophy, mission and core values, that are not available elsewhere in the area, including but not limited to: products of all kinds; books and other media; resource library; public lectures, courses or workshops; and/or holistic veterinary services.
6. *Emphasis on Process: Co-creation, Collaboration, Cooperation, Communication, Community-building*

The Kin-dom strives to employ and model collaborative, cooperative, and participatory approaches to its own organisational structure, leadership practices, communication methods, volunteer relations, and interactions with the larger community of Golden Bay, and beyond.

**Related Objectives:**

- a. “Learning Organisation” approach: In alignment with its philosophy of mutual empowerment, the Coordinating Council endeavors to create organisational and operational structures that minimise hierarchy and top-down authority. It favours instead a web-like organisational structure; flexible, collaborative procedures; all-way communication, and maximal participation of all volunteer staff. The intention is to maximise effectiveness and accountability in accomplishing our tasks, as well as satisfaction, fulfillment and growth of every person involved. Policies and procedures are regularly reviewed, to evaluate what is working well, and to change anything that isn’t. While outcomes are very important, the ways by which those outcomes are achieved are equally important. The organisation embraces all necessary adjustments with an attitude of curiosity, experimentation, nonjudgmental evaluation of feedback, and shared motivation to create the most effective and ethical possible methods for creating optimal outcomes.
- b. “Practicing what we teach”: Coordinating Council members and designated committee facilitators practice and exemplify introspection, self-awareness, curiosity, self-evaluation, self-responsibility, personal accountability, fairness, nonjudgmental discernment, willingness to change, and an orientation toward ongoing personal evolution. Honest, direct, clear and compassionate communication is an essential commitment for all individuals holding responsibility within the Kin-dom.
- c. “Leader-full” organisation: Individuals are encouraged to fully use their personal knowledge, skills and expertise in respectful collaboration and co-



creation with each other, to maximise their effectiveness in accomplishing the Kin-dom's aims.

- d. Inclusion and non-discrimination: In alignment with its value for all life, the Kin-dom welcomes all volunteers and visitors regardless of age, sex, gender identity, sexual orientation, ethnicity, religion/spiritual beliefs, socio-economic status, ability, or other varieties of human expression. It educates about and opposes all forms of bias, prejudice and discrimination. Incidents of biased, prejudicial or discriminatory speech or behaviour are investigated and dealt with, never allowed to continue. The Kin-dom aims to be a safe environment, physically and emotionally, for all people and animals. Tasks and participation in Kin-dom activities are allocated solely on the basis of an individual's willingness and ability to accomplish them, as determined by the CC or its designees.
- e. Positive, encouraging and empowering environment: Kin-dom volunteers at all levels, including Coordinating Council and committee members, empower each other's strengths and encourage each other's growth, providing a safe environment to overcome fears and limitations and to expand capabilities. Appreciation and positive feedback are actively encouraged. When negative feedback or changes are needed, they are given with respect, sensitivity, tact, and nonjudgmentalism. At all times, the attitude is "We are working together to maximise the Kin-dom's effectiveness and our own fulfillment in the process."
- f. Involvement with larger Golden Bay community and beyond: The Kin-dom maintains frequent communication with the wider local community and with other organisations within it, and beyond. It supports individuals and groups with visions compatible with the Kin-dom's, and it seeks their support and involvement in the Kin-dom. The public is constantly informed of and invited to participate in Kin-dom activities and events. For more detail see f, g and h below, and Goal 11 a-m.
- g. Facility, schedule, and tours: The Kin-dom's facility and schedule are designed to encourage community members and visitors to interact frequently with the animals and the farm, as appropriate and safe for all. Regularly scheduled, low-cost tours are offered, to educate and inspire visitors and to raise money and other support for the Kin-dom's mission.
- h. Print and electronic media, and newsletter: The Kin-dom uses local and regional print media, and television and radio stations (such as FRESH-FM) to publicise its mission, vision, values and activities, and to encourage community awareness and involvement. An email newsletter keeps the public and Kin-dom volunteers up-to-date about the status of the Kin-dom, its current events, and the animals themselves.
- i. Website and social media: The Kin-dom maintains a volunteer-run, user-friendly website that describes its vision, mission, values, aims, programmes and activities. The website includes updates about the animals, the farm, and upcoming educational offerings. It provides extensive learning resources and links related to the Kin-dom's aims. The Kin-dom encourages public involvement through interactive platforms such as Facebook, Twitter, YouTube, Instagram, Reddit, Pinterest, and others.

#### 7. *Holistic, Integrative, Sustainable Principles and Practices*

To the greatest extent possible, the Kin-dom utilises holistic,<sup>v</sup> integrative,<sup>vi</sup> sustainable<sup>vii</sup> principles, procedures and operating practices to carry out its mission, goals and objectives.

**Related Objectives:**

- a. Physical environment: Wherever possible, the Kin-dom's land use, building design and furnishings employ permaculture principles, locally-sourced sustainable materials, and environmentally sound practices, to create and maintain its facilities. Building, furnishing, maintenance, and cleaning products used are as natural and non-toxic to humans, other animals, and ecosystems, as possible.
- b. Minimal waste of resources: Purchasing priority is given to products with minimal or recyclable/reusable/compostable packaging and environmental impact. Goal: maximal self-reliance and minimal waste.
- c. Housing of animals: The animals' habitats and housing are designed to be species-appropriate, taking into account the needs of specific species and individual animals for shelter, space, food, play, privacy, health care, contact with the earth and the elements, and interaction (or not, as they choose) with humans and other creatures.
- d. *Feeding, health care, and homing of animals are described in #8, below*
- e. Financial decisions and fund-raising: All expenditures and investments are consistent with the Kin-dom's vision, mission, values, and aims. Fund-raising activities must reflect these, as well. In all cases, the means used must be consistent with the Kin-dom's intended ends.
- f. Purchasing principles & practices: To the greatest extent its financial resources allow, the Kin-dom purchases and uses only products and services that – in their manufacture and delivery – are aligned with the Kin-dom's mission, values, and goals.
- g. Acceptance of donated funds, goods & services: The Kin-dom gratefully accepts donations of funds, products and services whose source, manufacture and delivery are aligned with the Kin-dom's mission, values, and goals (e.g. humanely, ethically, sustainably produced using renewable resources). Unless such products and services are unavailable and the need is desperate, all proffered resources that do not align with the Kin-dom's mission, values and goals may be respectfully declined and/or re-donated to other organisations willing to accept them.

**8. *Emphasis on Holistic Education and Healing, and Aesthetic Arts***

The Kin-dom emphasises and integrates the arts of education, healing, aesthetics and culture (visual, auditory, kinetic and performance) whenever they are relevant, appropriate, and practicable for carrying out the Kin-dom's mission, goals and objectives.

**Related Objectives:**

- a. Education: In line with the original meaning of the word "education" (*Latin educare: to draw out<sup>viii</sup>*) all teaching/learning activities use pedagogical methods and materials that reflect current research and best practices for individualised, participatory, cooperative, holistic learning. Teaching materials and methods appeal to multiple learning styles and emphasise hands-on, experiential learning geared to the individuals involved.
- b. Healing: An original meaning of the word "heal" is "to make whole, or sound."<sup>ix</sup> "Healing" may or may not include "curing," which is the elimination of disease, discomfort or injury. Ideally, the goal of treatment is both healing *and* curing. The Kin-dom aims to provide treatment leading to cures for its animals

whenever possible. Equally important to the Kin-dom is treatment that promotes healing in its broadest sense of making whole or sound: physically, emotionally, psychologically. This implies fostering a sense of safety, trust, and enjoyment of life – for the animals in the Kin-dom's care, and the humans involved in the Kin-dom.

- c. Treatment of animals: Individual animals' needs are paramount, with physical and emotional healing and well-being as top priorities. Interaction with humans and other animals is provided to the extent it is safe, comfortable, and mutually beneficial. Training is based on incentives and positive interactions, and patience; force is never involved unless it's an urgent matter of assuring safety.
- d. Animal diet and health care: To the greatest extent possible, all animals are fed a species-appropriate diet, with emphasis on raw, humanely killed, preferably wild, organic meats; organic fruits, vegetables and other ingredients, and nutritional supplementation as needed. Animals' diets are based on the Kin-dom's research and the recommendations of holistic veterinarians and wildlife experts, with special diets provided to meet the needs of individual animals. The Kin-dom grows fodder for its grazing animals, and fruits and vegetables for animals that eat them. When health care is needed, the whole range of treatment options is considered, to find the least-invasive, most natural available approach that will be effective. When available and appropriate, treatment modalities may include but are not limited to: acupuncture/acupressure, Oriental medicine, herbs, dietary interventions, energy/vibrational medicine, chiropractic/osteopathy, music therapy, animal communication, behavioural therapy, applied kinesiology, massage, flower essences, homeopathy, hydrotherapy, pulsed electro-magnetic field therapy, shamanic healing, and Tellington Touch.<sup>x</sup> Vaccinations are limited to those considered essential by integrative, holistic veterinarians, and such vaccinations are administered on a schedule recommended by such veterinarians, as decided by the CC. While all available diagnostic methods are used as appropriate, treatments such as surgery, radiation, and pharmaceutical drugs are used only in emergencies or when more natural, less invasive or risky approaches have failed. The animals' welfare is always paramount.
- e. No-kill facility: No Kin-dom animal will be euthanised unless continuing to live would cause it unbearable, irremediable suffering. The decision to euthanise can only be made by a majority of the Coordinating Council, or by its designee, and the method of euthanasia must be the most humane, quickest and gentlest method possible in the circumstances. Animals are buried in the Kin-dom's cemetery/memorial garden, and their graves marked with their names, species, and dates, when known.
- f. Homing of animals: Potential adopters of animals must provide living situations, food, and treatment that meet the Kin-dom's standards as described in Goal 7c and Goal 8c and d, above. All prospective homes are inspected by trained Kin-dom staff. The Kin-dom provides education, training, and resources when possible, to help potential adopters meet its requirements. The adoption contract provides for the Kin-dom to follow up with visits, announced or unannounced, to check on the animals, and to reclaim any animal whose living situation and care doesn't meet Kin-dom standards. No Kin-dom animal may be re-homed by its adopter without the Kin-dom's permission; returned animals have a home at the Kin-dom for life if a more-suitable home cannot be found.

- g. Aesthetic and cultural arts: The Kin-dom values the arts, beauty and creativity as integral to individual health and a healthy community. Therefore it showcases the work of local and regional artists and innovators, when appropriate, offering them opportunities to display or demonstrate their creative work wherever it relates to the Kin-dom's vision, mission, values and goals.

While the Kin-dom is governed, staffed, and operated by volunteers, and while it encourages artists and professionals in other fields to donate their time, talents, and treasures to advance the Kin-dom's goals; it also aims to cultivate respect and appropriate remuneration for the professional skills and services of qualified, experienced artists, health practitioners, and other specialists from within our region and beyond.

#### 9. *Modeling Kin-dom Values Through Examples and Opportunities*

The Kin-dom aims to embody and exemplify its vision, mission and aims, in its leadership structure and procedures, policies, practices, communications, and representatives. This applies within the organisation, within the larger community, and with the wider New Zealand and international network of organisations sharing common visions, core values, goals and objectives – especially those relating to human and other animal welfare, and environmental stewardship for sustainability.

**Related Objectives:** See Goal 6 a-e, Goal 7 a-g, and Goal 8 a-g for detailed examples of how this aim is put into practice.

#### 10. *Research, Advocacy and Policymaking*

The Kin-dom actively seeks out current research and best practices, and maintains awareness of events in all areas related to its vision, mission, core values, and goals. It makes relevant information available throughout the organisation and to the wider community. In these areas, the Kin-dom supports proactive positive changes in attitudes, laws, policies, and practices at local, regional, national and international levels.

##### **Related Objectives:**

- a. Focus on research: At least one Kin-dom volunteer and/or a designated sub-committee, has as a specific part of their role, the responsibility of doing ongoing research in the areas covered in this document, particularly: human and animal health, nutrition and welfare; responsible, sustainable environmental stewardship; cooperative human relationships; educational practices; communication skills, and organisational effectiveness.
- b. Communication and sharing of findings: This designated volunteer or sub-committee regularly communicates their findings to the Coordinating Council, who use the information to continually improve the Kin-dom's organisational structure, policies, procedures and practices. The CC assures that relevant information is communicated to volunteers in all areas of the organisation, provides any instruction or training needed, and follows up to verify that changes are appropriately implemented.
- c. Archive maintenance: One or more Kin-dom volunteers have the specific responsibility of organising and storing relevant information and resources

acquired through research, and making it available to Kin-dom volunteers and to interested members of the local community.

- d. Supporting change: A responsibility of the Coordinating Council or its designee is to actively support changes in attitudes, laws, policies and practices, that align with the Kin-dom's vision, mission, values, and aims. Change efforts may include, but are not limited to, dissemination of information through print and other media, personal contacts with policy-makers, polls, petitions, campaigns, public presentations, educational programmes, delegations, legally-permitted direct action or legal actions.

#### 11. *Benefits to Local Golden Bay Community and Beyond*

The Kin-dom offers a variety of educational and charitable benefits and incentives to members of the Golden Bay community, while also attracting interest, expertise, participation and economic contributions from individuals and organisations beyond Golden Bay, and internationally.

##### **Related Objectives:**

- a. Enhancing quality of life: The Kin-dom aims to enable, support and encourage young people (under 18 years of age) and adults of all ages, including seniors, to engage with and actively participate in educational and service-learning activities appropriate to their age, abilities, aptitudes, and interests. Such activities revolve around caring relationships with animals, with other people, and with the life-sustaining systems of the earth.
- b. Promoting safety for humans and other animals: The Kin-dom provides a safe shelter – temporary, or permanent if necessary – for animal companions of people who are fleeing domestic violence or experiencing personal emergencies, illness or injuries, or in cases when an animal's owner has died without providing for the animal.
- c. Animal-related therapies: While prioritising each animal's health and well-being, certain Kin-dom animals with aptitude and willingness to do so, receive special training and perform healing interactions with people in the community, accompanied by trained Kin-dom volunteers. Examples include: therapeutic interactive visits to playcentres, schools, hospitals, nursing homes, other care facilities, and private homes; equine-assisted therapies; programmes where traumatised people and animals work interact for mutual healing and rebuilding of trust.
- d. Promoting a more humane, environmentally aware population: Through its educational and hands-on service learning programmes, the Kin-dom fosters greater empathy for non-human animals; kinder farming practices; healthier nutrition for humans and other animals; and more sustainable, responsible stewardship of the earth for future generations.
- e. Emphasis on cross-generational interaction and learning: The Kin-dom works with schools, care facilities, community groups, and members of the community-at-large to develop and implement multi-generational sharing of knowledge, skills and experience, in all areas related to the Kin-dom's philosophy, mission, core values, and goals.
- f. The Kin-dom conducts a monthly gathering to commemorate Kin-dom animals who have died during the previous month. Members of the public are invited to attend and participate in the ceremony, to be held at the Kin-dom's memorial garden, by sharing memories and grief about their own animal companions who have died.

- g. Grief support: The Kin-dom offers workshops, books, audio-visual media, and support groups to help community members and its volunteers cope with the grief of beloved animals' illness and death.
- h. Economic asset: The Kin-dom seeks to increase commerce within the local region by utilising local skills and products when these are available, affordable and consistent with its philosophy, mission, core values and objectives. It also seeks to increase income retention within the region, by offering products and services related to its mission, that might otherwise be available only from outside the local area.
- i. Educational and cultural asset: Many of the programmes and opportunities the Kin-dom offers for humans and other animals are not readily available either locally or in other parts of New Zealand. Thus it seeks to attract people to the region who already share the Kin-dom's philosophy and values, and also to offer opportunities for visitors to learn what we offer, and to take the Kin-dom's ideas and practices back with them, to implement in their own communities.
- j. Expanding knowledge and product availability: Through its ever growing library of books, magazines, articles, and audio-visual media, the Kin-dom offers research opportunities to the entire community, on topics of human and other animal health, nutrition and welfare; healthy, sustainable food production; mutually beneficial relations amongst all life, and any other topics the Coordinating Council deems relevant to the Kin-dom's philosophy, mission, core values and goals. Likewise, through its retail enterprises, the Kin-dom offers products and services related to its mission, that would not otherwise be locally available.
- k. Learning resources: The Kin-dom purchases educational materials (e.g. online webinar recordings and transcripts, and online course materials) related to its mission and goals. These are made available to volunteers, visitors, and the general public, as appropriate.
- l. Local and regional resource database: The Kin-dom maintains an electronic database of holistic, integrative and allopathic health professionals (for humans and animals) in Golden Bay and the wider Nelson-Tasman region. This database is available to the community.
- m. Magnet for "Voluntourism": As the combination of travel and volunteer service attracts more and more visitors worldwide, the Kin-dom offers opportunities for both short- and long-term Golden Bay visitors to volunteer their services, thus contributing the benefits of their work and spending to the local economy.
- n. Forum for community discussion: The Kin-dom offers opportunities for community members to come together in a respectful way to discuss potentially controversial issues related to the Kin-dom's vision, mission, values, and aims (examples: humane treatment of wild, domestic and farm animals; how to deal humanely with invasive introduced species; human and animal nutrition and health care; use of toxic chemicals in agriculture and animal control; the ethics of fossil fuel use; building sustainable, self-reliant communities; networking and action for social and environmental change). The Kin-dom's trained facilitators emphasise respectful listening and disagreement, collaborative searches for common ground, and creation of mutually beneficial resolutions for the greatest good of all.



*12. Networking for the Greater Good of the Earth and All Beings*

Whenever possible, the Kin-dom's leaders network, communicate, collaborate and cooperate with other organisations, within New Zealand and internationally, for the purpose of sharing inspiration, information, best practices, resources, and mutual support for our common vision, missions, aims and objectives. Useful information acquired through networking is shared and utilised to enhance the Kin-dom's operation, and the Kin-dom's research, policies and practices are freely shared with other interested organisations.

**Related Objectives:**

- a. Expanding the Kin-dom's effectiveness: When Kin-dom volunteers have knowledge and expertise that could enhance another organisation's ability to achieve its aims that are compatible with the Kin-dom's, they are supported to share it. Likewise, the Kin-dom seeks out opportunities to learn from expertise possessed by other organisations, which can enhance the Kin-dom's ability to accomplish its aims.
- b. Reciprocity: If another organisation is able to provide better care for a given animal, and is willing to take it, the Kin-dom will send the animal there. The Kin-dom will take in animals from other agencies, if it is able to provide better care and if space is available at the Kin-dom.
- c. Cooperation, not competition: The Kin-dom supports and cooperates with other agencies, local and elsewhere, which have compatible missions, values and aims. Rather than duplicate other animal welfare services available locally, the Kin-dom seeks to "fill in the gaps" by offering services not provided by those agencies. For example, the Kin-dom cares for feral and FIV-positive cats, which other local agencies don't. The Kin-dom refers potential adopters to other agencies when appropriate. It also encourages Kin-dom supporters to also support other agencies with compatible aims.
- d. Resource database: The Kin-dom maintains a database of contact information of individuals, organisations and agencies within Golden Bay and beyond, who have expertise related to the Kin-dom's mission and who are willing to share or help out when needed. For example, if a person outside Golden Bay is an experienced raptor rehabilitator who's willing to be listed, anyone finding an injured hawk can connect with that person directly, or bring it to the Kin-dom where the Kin-dom's volunteers can also seek advice from the more-experienced person.
- e. Encouraging volunteers to network, learn and share: Kin-dom volunteers are encouraged to visit other agencies, learn from them, share Kin-dom practices when requested, and bring their learnings back to the Kin-dom.
- f. Welcoming members of other organisations: The Kin-dom welcomes visitors from organisations with similar visions and values to ours. When appropriate, visits may involve tours, meetings, conferences, collaborative projects, presentations, or public events.
- g. Continuing education and collaboration: Members of the Coordinating Council, members of committees and task groups, and other Kin-dom volunteers are encouraged to attend courses and workshops, summits and webinars, and live conferences and conventions that relate to the Kin-dom's mission, goals, and operations. The benefits from such attendance will be shared with other Kin-dom volunteers or the local community.

## NOTES & REFERENCES

- <sup>i</sup> This Trust Deed describes a comprehensive, overall intention and operational guide for the Peaceable Kin-dom, with the understanding that it cannot be implemented all at once. Implementation, and services offered, depend on factors such as volunteers, funding, land and buildings, legal requirements, public support, time, and availability of other resources. Various objectives will be implemented as need and circumstance allow, but in no case will policies or practices be instituted, or actions taken, that do *not* conform to the values and standards set out in this document, *except* when adhering to these standards is likely to be harmful to an animal's health or well-being.
- <sup>ii</sup> Care farming, simply defined, is “the therapeutic use of farming practices. . . On a care farm, people, animals and the earth work together for mutual healing.” ([https://en.wikipedia.org/wiki/Care\\_farming](https://en.wikipedia.org/wiki/Care_farming)). The specific model and inspiration for The Peaceable Kin-dom is Sanctuary One in southern Oregon, USA, which describes its mission: “to be a safe place for animals and a healing place for people while promoting environmental stewardship.” (<http://sanctuaryone.org/>)
- <sup>iii</sup> **Permaculture** is a system of [agricultural](#) and social design principles centered around emulating, simulating and/or directly utilising the patterns, features, and operations observed in natural [ecosystems](#).
- The term permaculture was developed and coined by [David Holmgren](#), then a graduate student, and his professor, [Bill Mollison](#), in 1978.
- The word *permaculture* originally referred to "permanent agriculture",<sup>[1]</sup> but was expanded to stand also for "permanent culture", as it was understood that social aspects were integral to a truly sustainable system as inspired by [Masanobu Fukuoka's natural farming](#) philosophy.
- It has many branches that include, but are not limited to, [ecological design](#), [ecological engineering](#), [environmental design](#), [construction](#). Permaculture also includes [integrated water resources management](#) that develops [sustainable architecture](#), and regenerative and self-maintained [habitat](#) and agricultural systems modelled from natural ecosystems.<sup>[2][3]</sup>
- Mollison has said: "Permaculture is a philosophy of working with, rather than against nature; of protracted and thoughtful observation rather than protracted and thoughtless labour; and of looking at plants and animals in all their functions, rather than treating any area as a [single product system](#)."<sup>[4]</sup> [Source: <https://en.wikipedia.org/wiki/Permaculture>]
- NOTE:** *The Peaceable Kin-dom's founding worldview is in harmony with the philosophy and methods of permaculture.*
- <sup>iv</sup> **Regenerative Organic Agriculture** ““Regenerative Agriculture” describes farming and grazing practices that, among other benefits, reverse climate change by rebuilding soil organic matter and restoring degraded soil biodiversity – resulting in both carbon drawdown and improving the water cycle.” A more comprehensive definition paper can be downloaded at: <http://regenerationinternational.org/why-regenerative-agriculture/>
- <sup>v</sup> **Holistic:** Relating to or concerned with wholes or with complete systems rather than with the [analysis](#) of, treatment of, or dissection into parts. *Holistic medicine* attempts to treat both the mind and the body. *Holistic ecology* views humans and the environment as a single system. [Source: Merriam-Webster English Dictionary online: <https://www.merriam-webster.com/dictionary/holistic>]
- NOTE:** *The Kin-dom is founded on a holistic approach to all aspects of its operation, with specific strategies and actions chosen for their beneficial effects on both parts and whole.*
- <sup>vi</sup> **Integrative:** Relating to or concerned with wholes or with complete systems rather than with the [analysis](#) of, treatment of, or dissection into parts. *Integrative, or functional, medicine* applies knowledge and techniques from various disciplines and treatment approaches, to

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heal both mind and body. *Integrative education* combines various subjects, senses, and pedagogical approaches for an overall, holistic learning experience.

vii **Sustainable:** *a:* of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged. Examples: *sustainable techniques*, *sustainable agriculture*. According to Permaculture philosophy and practice, sustainability involves not only *replacement* of resources used, but active *regeneration* of resources, or creation of *new resources*, so the end result is an overall *enhancement* of the whole system, whether agricultural or social.

*b:* of or relating to a lifestyle involving the use of sustainable methods. Example: *sustainable society* [Source: Merriam-Webster English Dictionary online: <https://www.merriam-webster.com/dictionary/sustainable>]

viii See <http://english-ingles.com/en/etymology-of-education/>

ix See <https://www.merriam-webster.com/dictionary/heal>

x For a representative guide to many integrative, natural health care modalities for animals, see <https://animalwellnessguide.com/modalities/>

**RGBCB20-06-4**

**ACTION SHEET**

**Information Only - No Decision Required**

**Report To:** Golden Bay Community Board

**Meeting Date:** 9 June 2020

**Report Author:** Jess McAlinden

**Report Number:** RGBCB20-06-4

**Item 7.4**

**1 Summary**

1.1 The Action sheet is attached to this report.

**2 Draft Resolution**

**That the Golden Bay Community Board receives the Action Sheet RGCB20-06-4**

|                      |
|----------------------|
| <b>3 Attachments</b> |
|----------------------|

1. [↓](#) Action Sheet

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## Action Sheet – Golden Bay Community Board

| Item                          | Action Required                              | Responsibility     | Completion Date/Status  |
|-------------------------------|--|--------------------|---|
| Meeting Date:<br>10 July 2018 |  |                    |   |
| Takaka Playground Opening     | The Board to support an opening<br><br>Whale | Board<br><br>Abbie | 11/09-ongoing<br>09/10-ongoing<br>13/11-ongoing<br>11/12-still awaiting the whale to be added to the playground<br>09/04-ongoing<br>14/05-ongoing<br>11/6-ongoing<br>09/07-ongoing<br>13/08-ongoing<br>10/09- ongoing<br>11/6- Abbie to request an installation date for the whale from Richard Hollier<br>16/06-email sent to Glenn Thorn<br>19/6-Glenn agreed to provide a timeframe from the contractor, if not satisfactory he will seek another contractor<br>02/07-contractor booked for mid-august<br>13/08 – emailed Glenn minutes and recommendation from the meeting<br>10/09-Abbie to follow up with Glenn<br>19/09- email sent to Glenn requesting an update<br>5/11- Glenn to contact local, Georgina West<br>10/12 – Abbie to email Glenn again and cc Richard Hollier<br>12/12 – Abbie emailed Glenn for an update |



| Item                              | Action Required  | Responsibility | Completion Date/Status  |
|-----------------------------------|--|----------------|---|
|                                   |  |                | 16/12 – response from Glenn, working with Georgina West in the new year<br>11/02 – Ongoing, Abbie to follow up with Glenn<br>10/03 – Ongoing, Dennis to follow up with Glenn  |
| Meeting Date:<br>11 February 2020 |  |                |   |
| Civil Defence Clued-Up Kids       | Abbie to discuss with Kathy Solly CDEM re bringing Clued Up Kids to GB   | Abbie          |   |
| Mobility Scooters                 | SR to engineering re safety of mobility scooter users when using steep and angled road crossings                   | Jess           | 11/02 - SR2003057 lodged to Engineering<br>10/03 – Engineering investigating options to improve crossings.  |
| CDEM FENZ                         | Update and redevelop existing emergency information flyer and present at March meeting for feedback.               | Abbie          | 10/03 - Ongoing   |
| Rototai reserve                   | Dennis to follow up re wildlife sanctuary at Rototai   | Dennis         | 10/03 - Ongoing   |
| E-Bike charging stations          | Abbie to contact Drew Bryant (staff) to confirm GBCB support of ebike charging stations.                           | Abbie          | 10/03 – Abbie to contact Drew Bryant  |
| Kotinga Hall                      | Abbie and Jess to email Richard Hollier in support of Kotinga Hall proposal  | Abbie/Jess     | 13/02 - Email sent to Richard.<br>19/02- Email response from Richard “I have met with Jamie McPherson the Transportation Manager and he is getting one of his team to do some further analysis on this intersection. I have asked them to provide a timeframe for completion of this work. Once I have this assessment I will come back to both the Board and the Hall Committee with an update.” |
| Special Projects Fund             | Dennis to request from Finance that the balance of Special Projects fund be included in upcoming Financial reports | Dennis         | 17/2 - completed by Dennis<br>25/02 – Staff to separate Disc and Special projects fund in the monthly financial report<br>10/03 – Dennis to speak to Finance and bring SPF balance to April meeting.  |

| Item                                     | Action Required  | Responsibility | Completion Date/Status   |
|--|--|----------------|--|
| Special Projects Fund                    | Jess to advertise  | Jess           | 10/03 – Advertised 22/5/2020   |
| Meeting Date:<br>10 March 2020           |  |                |  |
| Waimea Dam                               | Abbie to raise Ms Coleman's and Mr Reilly's queries with CEO.<br>Abbie to request a response from the CEO to Mr Reilly's letter.   | Abbie          | 17/3 Tabled documents sent to CEO, who advised "These requests will be considered under LGOIMA."   |
| Grandstand                               | Abbie to request further information from the CEO  | Abbie          | 16/3 Report included in the Agenda for the Extraordinary Full Council Meeting scheduled for 19/3/2020  |
| Reserves access                          | Dennis to report back to board time frame for GB reserves review.  | Dennis         |  |
| GB Mountain Bike skills park             | Abbie to liase with Parks and Reserves to facilitate a meeting   | Abbie          | 10/3 "I spoke to Beryl Wilkes regarding the skatepark development, and emailed Richard Hollier to arrange a meeting in Takaka. I also spoke to Jeff Cuthbertson (Wastewater Utilities) about locating a Dump Site there for self contained vehicles as the current site at the Info Centre is unsuitable. He is very willing to have a dump site located there." |
| Shipping container                       | Shipping container on gibbs hill road reserve  |                | See emailed response from Fraser Simpson of compliance re shipping container at Gibbs Road.  |
| Swiftsure Street/Gibbs Road intersection | Potholes requiring repair  | Jess           | 13/3 - Asset SR10-12010 logged via confirm   |
| Elizabeth Street                         | Weeds in gutters   | Jess           | 13/3 - Asset SR 10-12011 logged via confirm  |
| Freeman Access                           | Potholes in gravel adjoining sealed section on northern side bridge approach   | Jess           | 13/3 – Asset SR 10-12012 logged via confirm  |
| Golden Bay Roads                         | Abbie to raise with Robert Deck <ul style="list-style-type: none"> <li>NZTA shared path at SH60 + park ave intersection</li> </ul> | Abbie          | 13/3 Update from Robert Deck - With regard to signs directing camper vans and towing vehicles away from Commercial St he said he is happy to put a sign up, but  |

| Item                     | Action Required  | Responsibility            | Completion Date/Status   |
|--------------------------|--|---------------------------|--|
|                          | <ul style="list-style-type: none"> <li>Request board inclusion in Commercial St Redevelopment</li> <li>Increased signage for campervan parking in Motupipi St carpark</li> </ul> |                           | <p>doesn't believe that this will have much affect. He is keen to be involved in any discussions with NZTA and Peter regarding the new pathway and any safety considerations, but the project is being managed by NZTA. He is happy to pay for the removal of the existing fence and garden outside the Dangerous kitchen, and will replant the area using native grasses. If the board want to replace the fence and table/seating that would come at our cost. He reminded the board that Commercial St is due for an upgrade in 3 years time.</p> <p>Peter Kortegast from WSP has forwarded Sara Chapmans concerns regarding safety to Andy High, the NZTA Road Safety Engineer who will respond shortly.</p> |
| Christmas Decorations    | Grant to liase with GBPA re Christmas lighting/decorations   | Grant                     |  |
| Takaka Police            | Abbie to reschedule meeting from 19 <sup>th</sup> March to following week.   | Abbie                     | 16/3 – Abbie has postponed this meeting until the new constable starts at the GB Station.  |
| Anzac Day memorials      | Abbie to order wreaths for Takaka and Collingwood services.<br>Abbie & Chris to attend Takaka<br>Averill to attend Collingwood   | Abbie<br>Chris<br>Averill |  |
| Takaka – Pohara Cycleway | Abbie and Jess to email Lesley Bray.   | Abbie/Jess                | 17/3 – Response to Lesley sent, in April Correspondence report.  |

## 8 CORRESPONDENCE

RGBCB20-06-5

### CORRESPONDENCE

Information Only - No Decision Required

**Report To:** Golden Bay Community Board

**Meeting Date:** 9 June 2020

**Report Author:** Jess McAlinden

**Report Number:** RGBCB20-06-5

Item 8.1

#### 1 Summary

- 1.1 A list of the inwards and outwards correspondence for March, April and May 2020 are included in this report. A copy of the correspondence are available on Council's website, along with this agenda. A copy may also be viewed at the Golden Bay Service Centre.

#### 2 Draft Resolution

**That the Golden Bay Community Board receives the Correspondence Report RGBCB20-06-5**

| <b>3 Incoming Correspondence</b> |  |  |
|----------------------------------|--|--|
| Date                             | Name                                       | Subject                                      |
| Date                             | Name                                       | Subject                                      |
| 02/03/2020                       | GB Weekly                                  | Advertising Invoice                          |
| 07/03/2020                       | Ratepayers and Residents Association of NZ | Newsletter                                   |
| 08/03/2020                       | GB Promotions Association                  | Christmas Lights                             |
| 09/03/2020                       | R Bradley                                  | Dark Sky Committee                           |
| 10/03/2020                       | L Bray                                     | Pohara Cycleway                              |
| 10/03/2020                       | T Reilly                                   | Lee Valley Dam                               |
| 10/03/2020                       | S Chapman                                  | SH60 Cycleway between Takaka and Paines Ford |
| 10/03/2020                       | K Thompsen                                 | MTB Park                                     |
| 10/03/2020                       | R Turner                                   | Covid-19                                     |
| 10/03/2020                       | J Pearson                                  | Golden Bay Grandstand                        |
| 10/03/2020                       | C McConville                               | Mohua Blue Penguin Trust                     |
| 10/03/2020                       | L Coleman                                  | Lee Valley Dam                               |
| 17/03/2020                       | GBSRF                                      | Discretionary Fund Accountability Form       |
| 23/04/2020                       | D Squire                                   | CDEM Covid Response                          |
| 06/05/2020                       | S Chapman                                  | Post Covid-19 Freedom Camping                |
| 07/05/2020                       | L van der Meer                             | Dog Bylaw Review                             |
| 11/03/2020                       | S Marcussen                                | Responsible Camping Strategy                 |
| 12/05/2020                       | L Savage                                   | Dog Bylaw Review                             |
| 13/05/2020                       | J Thomas                                   | Te Waikoropupu WCO                           |
| 19/05/2020                       | G Knowles                                  | NRDA Letter                                  |
| 25/05/2020                       | R Bradley                                  | Dark Sky Committee                           |
| 27/5/2020                        | Takaka FLAG                                | Plan Change Update                           |
| 27/5/2020                        | J Nguyen                                   | Long Term Plan submission receipt            |

**4 Outgoing Correspondence**

| Date       | Name           | Subject                   |
|------------|----------------|---------------------------|
| 13/02/2020 | J Jupiter      | Supermarket Pricing       |
| 13/02/2020 | R Eckman       | Drones                    |
| 17/03/2020 | L Bray         | Takaka-Pohara Cycleway    |
| 05/05/2020 | GBCB           | Long Term Plan Submmision |
| 08/05/2020 | L van der Meer | Dog Bylaw review          |

**5 Attachments**

Nil