

Hāpuku School

Landscaping Plan/ Proposal

1. Vision

Hāpuku School wants to create a landscape that deepens the connection between Te Kura o Hāpuku tamariki and whānau to Te Ao Māori, Mana whenua (lwi and Hapū) and our Taiāo (environment). We will do this by developing the school grounds around the atua tīpuna (ancestors) that are prominent to this area and increasing the influence of the natural world through the creation of outdoor learning spaces, classrooms, nature play and wilderness areas, shaping the whenua to embed our cultural narratives and whakapapa.

“Ko au te whenua, ko te whenua ko au”
I am the land and the land is me

We want to create an environment that showcases, acknowledges and enhances:

- our special character,
- our lwi, Hapū, Marae connections (Ngāti Kurī, Kāti Mamoe, Mangamaunu, Takahanga)
- Whakapapa and Atua
- Pūrākau/ Cultural narratives
- Connects with NCTIR lwi Package along coastline
- A learning resource that will drive and enhance authentic learning opportunities
- Drives our Curriculum development and Delivery
- Supports our Taiāo/ environment and sustainability practices.

The purpose and vision for this development are aimed to benefit:

- Ākonga and whānau
- Mana Whenua: lwi, Hapū, Marae
- Wider Community/ Hāpori
- Other Stakeholders- BoT, Business, Funders

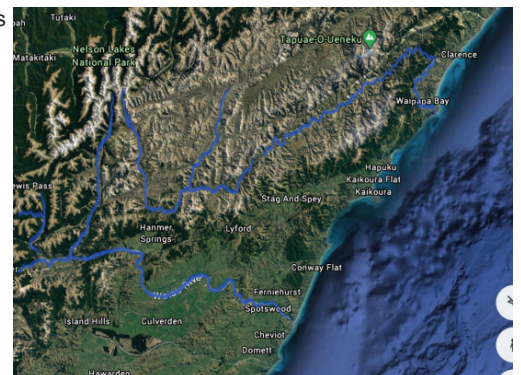
2. Site Context

Located to the east of the Kaikōura Plains on the gravel deposits of the Hāpuku River around 600 metres from where the plains drop off abruptly to the Hapuku Bush Scarp and Wetland, with the shoreline and the domain of Tangaroa just beyond.

The alluvial slopes of Kaitarau (Mount Fyffe) are around three kilometres from the Kura, with the presence of Ruāmoko visible in the fresh scars of the ridges above the Hope Fault which runs along the base of Kaitarau and the Jordan Thrust Fault splitting off from the Hope Fault from the Waimangarara and running up the Hāpuku Valley.

The presence of Tāne-mahuta has been stripped back since the development of the plains into a pastoral landscape surrounding the Kura and the State Highway 1 corridor cuts between the Kura and the maunga, while providing good connectivity for people traveling by vehicle. The bush corridors of the Hapuku River and Hapuku Bush Scarp, along with stepping stones of remnant bush dotted across the plains give good connectivity for bush birds and invertebrates from these remnants and the huge patch of the Ka Whatu Tū o Rākaihouia Conservation Area.

Waiu-uha (the Waiu River) has a cosmological link with the Waiu-toa (Clarence River). The river in legend is the female spirit of the inland mountains, and the Waiu- toa is the male. Moving from the Spenser Mountains and Miromiro (Jollies pass), where the Waiu meets the Waiu-toa, the waters become separated. As Waiu-uha laments the parting, her tears fall as warm rain to melt the alpine snows, swelling both rivers to massive proportions.



3. Stages of development

This project has various stages of development. Some of these stages are completed, others will coincide with others. Due to complexity and magnitude of this project other stages may be repeated several times. This is simply an outline of development stages and what our processes can and will possibly look like. We are aware that projects change and develop as the journey progresses. We will continue to change and document as we progress.

1. **School Vision:** Discussions started between staff to plan what Landscape and areas could look like. Concepts and Learning opportunities (Term 3 Week 5 2020)
2. **Initial Design:** met with Architectural Landscaper to start the design process incorporating all desired concepts. (Term 3 Holidays)
3. **Whānau/ Iwi/ Hāpori consultation Hui:** Held a Special BoT Community/ whānau Hui to consult and inform all parties of what initial design concepts are and could be. Open for all to contribute to in any form they wish (Design/ concepts/ funding/ workforce) (Term 4 Week 4 2020)
4. **Funding:** Secure funds to achieve desired outcome. This may happen in stages- apply for funding/ MoE grants/ Fundraising, investor (continual development)
5. **Working Bee-** Start clearing, cleaning and tidying areas and places in the school to ready areas for development. (continual developments starting with Term 4 Week 6 2020)
6. **Final Designs/ plans/ consents:** Finalise design concepts for each project. Create detailed plans with appropriate professionals/ tradespeople. Get consent where appropriate/applicable.
7. **Pricing/ Budgets:** Pricing of how much each project will cost- materials, labour, consent, koha.
8. **Start and complete physical projects:** Begin and complete each project. Document each stage of each project.

4. Project Outline:

This section outlines the various projects that we are wanting to achieve. Each project has its own significance to the overall project vision. Some projects may overlap or contribute to another project as they are an integral part of the landscape project as a whole. In each project section it outlines the concept of that specific project, it's importance to the vision as well as next steps.

4.1. Whare Wānanga- Outside Learning Space/ Classroom

This Whare Wānanga space is inspired by our Whareniui concept on our Marae. This space is incorporating all atua and tīpuna who are prominent to Hāpuku and Kaikōura area. This area will include:

- Learning through play sand and water inspired space/ sandpit and irrigated water area
- Shared wānanga seated area (kai/ako)
- Cultivated Food area/ Māra Kai (ākonga will plant/ grow/ harvest and cook with product)
- A new location of learning, changing "typical" location of where learning takes place
- Immerse tamariki in their Taiāo and contextualise learning to increase engagement, understanding and achievement
- Connect our existing learning areas in the school (classrooms) and create connections with others (rongoā forest, māra kai)

Next Steps

- Clear old playground space (shingle area)
- Prepare and pour new foundation
- Move/ remove planting and tyres from area
- Design and build Whare Wānanga (Water and Sand/ Seating area/ māra kai/ Pou/ Structure)
- Plant specific areas

4.2. Puna Reo Space- Te Reo Māori Speaking ECE

This Puna Reo is essential to our school, tamariki/ whānau and community. We are creating this to be able to cater to a preexisting need of whānau choosing Te Reo and Kaupapa Māori Education for their whānau and hopefully inspire others to engage with Te Reo Māori as an option for theirs starting at ECE level. This Puna will be the bed to plant our Kākako (seeds) who are our taōnga (treasures) to learn, develop, blossom and ensuring that they will be ready for the step in their journey where they will continue to be nourished in the same uplifting, mana enhancing environment which they started in resulting in a seamless transition from ECE to Primary School. This is a "Pā" concept which our tīpuna grew and thrived in. Other benefits of Puna Reo include:

- ECE being a part of the kaupapa at Te Kura o Hāpuku
- Authentic Tuakana Teina relationships and opportunities
- Direct feeder to Hāpuku School
- Decreases barriers and transitions/ relationship based

Next Steps

This Puna Reo space will go into the existing Library space that we have a Hāpuku which is not utilised.

- Connect sewage pipes to septic tank
- Clear unwanted trees
- Create separate entrance (safety)
- Extend outer wall
- Create Toilet and changing area
- Change layout of space
- Open up to external covered space
- Close off existing entrances
- Fence off outside area

4.3. Papa Tākaro: Playground Areas

At this stage, we have no playground at our kura due to several factors, the Earthquake 2016 being one of these. We are desperate to get our ākonga a stimulating play area as soon as possible. These are concepts that we will use to create areas of physical development and play.

- Several play areas in our grounds that represent and resemble the characteristics of the atua and tīpuna who are prominent to this area.
- Sensory garden (Tāwhirimātea/ 12 winds)
- Slide and swing areas (naturally incorporated into the environment/ natural resources)
- Waka Playground area- Takitimu Waka/ Haerenga in Education/ Mātauranga Māori
- Traditional Māori Obstacles- Training apparatuses ie Jumping logs
- Climbing areas- Climbing tree

Next Steps

- Design and Build Waka
- Design create and build desired and appropriate areas
- Carvers to carve pou/ waka and set pieces ie Pou of Rākaihouia
- Create natural mounds etc to create environment for natural play areas

4.4. Wāhi Whakatipu: Natural Resource Areas

Create areas for cultivating native plants from the Kaikōura area to ensure they are the correct species of native to support the sustainability practices and growth of our Tūrangawaewae with direct guidance of ECAN. The importance of these Natural Resource Areas to our Landscape is:

- To provide authentic learning opportunities for our ākonga (Science/ Numeracy/ Literacy/ horticulture and agriculture)
- Curriculum Development incorporating Local Curriculum/ Mārautanga o Hāpuku
- Teach and demonstrate importance of sustainability practices and understanding ecosystems
- Create a Wetland Area to support Wildlife in Kaikōura (insects/ birds/ plants)

Next Steps

- Design, create and build infrastructure to house and grow desired plants (bushes/ trees/ raupō)
- Create an irrigation system

4.5. Whenua/ Horanuku: Landscape

Our plan is to create a landscape that celebrates and pays homage to our Cultural Narrative (Hāpuku and Mana Whenua) authentically. Our hopes for this landscape include:

- Embedding our area's narratives and pūrākau/ stories throughout the school and use these as one vehicle to teach and inform our ākonga
- Teach ākonga Te Ao Māori/ iwi concepts and knowledge through engaging with the whenua/ environment starting in ECE.
- Use landscape concepts to inform our Curriculum planning and delivery.
- Example- Entrance Paths to represent two important rivers (Waiau Toa, Waiau Uha)
- Bike track to be able to teach Bike Safety to our tamariki in a Safe environment (Hāpuku being on SH1)

Next Steps

1. Design and Build Entrance (waharoa)
2. Dig up current pathways (entrance)
3. Design and lay path to represent Awa
4. Design, prepare and develop other areas for planting and development
5. Remove sport shed
6. Design and create bike track

4.6. Puna Kauhoe: Swimming Pool

We are needing to redevelop the pool area to ensure that it's connecting into overall landscape design as well as meeting all safety requirements- that the pool fulfils the needs of our school and tamariki/ whānau. We need this area to:

- Connect to atua and tīpuna of the area.
- Our pūrākau are embedded into the design and concepts
- Meets all safety requirements.

Next Steps

- Move fence out
- Widen existing concrete area
- Create a grandstand area away from pool for sporting events
- Create shaded sail areas
- Landscape grass area so it is tidy and fit for purpose
- Redesign and paint fence mural
- Create changing rooms from current toilets.

4.7. Wharepaku: Toilets

We are needing to create a toilet block that caters to our growing and developing roll. They need to be clean and functioning. Our current situation does not fit our needs. We require our Wharepaku to:

- Have hot water
- Connected to the main classroom area
- Visible to the whole school
- Accessible from outside
- Is in an open environment
- Has a shower area to cater to needs of high needs ākonga

Next Steps

- Design area
- Connect this to main block
- Build