



Agribusiness in Schools
DELIVERING AGRIBUSINESS TO NZ SECONDARY SCHOOLS



2022
Annual Report



10TH

— YEAR —

ANNIVERSARY

CELEBRATION



Celebrating Ten Years of Agribusiness in Schools

By Gerald Piddock



Craig Young, Richard Spittle, Todd Hagan, Alister Grigg and Ross Parker at the Agribusiness in Schools Ten Year Celebration

AGRIBUSINESS IN SCHOOLS HAS MARKED ITS 10 YEAR ANNIVERSARY WITH THE AIM OF GETTING MORE STUDENTS AND SCHOOLS INVOLVED IN THE PROGRAMME.

The nationwide scheme to encourage students to consider career pathways in the primary sector has grown from a piloted plan at St Paul's Collegiate School in Hamilton to being in more than 100 schools across New Zealand.

It celebrated the anniversary at a function at St Paul's on March 29, 2023.



Kate Wilkins speaking at the Agribusiness in Schools Ten Year Anniversary Event

Agribusiness Curriculum Director Kerry Allen said looking ahead, there is still plenty of unfinished business to focus on, with the biggest task getting more schools and students into agribusiness.

Agribusiness in Schools evolved out of a 2013 St Paul's parents survey that concluded it was not meeting the needs of its students with rural backgrounds in encouraging them to consider pathways into the primary sector.

The event at St Paul's Collegiate School recognised its principal and 16 business partners that have supported the initiative over the past decade.

Allen said the programme will also look to provide more support for agribusiness teachers and establishing regional hubs to help reach smaller, more remote areas.

They will continue work on trying to attract more urban youth to agribusiness and highlight career pathways available in the primary sector.

In the long term, Allen said, she wants to see Agribusiness in Schools at the scholarship level, as well as more emphasis on training teachers and sourcing people with background knowledge in the primary sector.

Event emcee and former St Paul's Collegiate School's Headmaster Grant Lander said it was a public-private

educational initiative that came from business rather than the government.

"It's been a game-changer for our sector, but it hasn't been an easy path, especially in those first three years."

Greenlea Meats Managing Director Tony Egan said the programme's creation showed great leadership from St Paul's, and revolutionised education for the Primary Industries to meet the challenges of a changing world.

The company has been a supporter of the programme since the beginning.

"Ten years on, these combined efforts are certainly cause for celebration. Thousands of students have benefited from this curriculum."

"It has aligned with university courses on agribusiness subjects which has resulted in growing diversity and capability in business across the sector" Egan said.

Former Agriculture Minister and current Meat Industry Association chair Nathan Guy helped facilitate government backing for Agribusiness in Schools in 2017.

He recalled meeting with Lander and others who pitched the idea to him at the Fielddays. Guy said he realised they were onto something quite big.

While the Ministry for Primary Industries was supportive, the Ministry for Education was not, with many thinking the primary sector was only about shearing sheep and milking cows, he said.

Guy facilitated a meeting with the then Education Minister Hekia Parata.

"At the end of the meeting, she turned to her officials and said, 'We're going to do this, we're going to give it a go'.

Guy said the sector needs to keep rolling up its sleeves to ensure the programme keeps delivering.

"This is not driven out of Wellington, this is driven out of here and because of your contributions and connections its vitally important that you have a say in how you want this to run and operate."

Westpac Agribusiness Analyst Kate Wilkins was one of the first students to study agribusiness in her final year at St Paul's, in 2014.

Wilkins grew up on her parents' kiwifruit orchard and said the programme highlighted the vast array of career options available within the primary sector.

She said the people and collaboration in the industry is what excites her about working in the sector.

"It's shown in this room now where everyone's working together towards the same goal.



Agribusiness in Schools

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Introducing students to the practical and theoretical side of farming and beyond

Chelsea Hopkins

IS PASSIONATE ABOUT SUPPORTING A PROSPEROUS FUTURE FOR AGRICULTURE. SHE GREW UP IN THE MANAWATU AND FEELS FORTUNATE TO HAVE COME FROM A FARMING BACKGROUND WITH A FAMILY HEAVILY INVOLVED IN THE DAIRY SECTOR.

Being around people with similar values and aspirations developed Chelsea's passion for the primary sector, although it wasn't until her time at Feilding High School that she seriously considered it as a career. She took Horticulture from Year 9-12 and in 2018, Agriculture and Agribusiness in Year 13. This is also where she developed an interest in food production.

From a young age Chelsea knew the practical side of farming wasn't for her, however the opportunity to take Agribusiness showed Chelsea a different side, by combining her interests in Business and Agriculture.

Chelsea credits her Feilding teachers Kate Redpath and Melanie Simmons for encouraging her and instilling

a belief in herself to pursue a career in the primary sector.

After graduating high school Chelsea decided to study a Bachelor of Agribusiness at Massey University, 2018 - 2021. The ability to take Agriculture, Horticulture and Agribusiness throughout her years at Feilding High School was an integral part of her decision to study Agribusiness at Massey.

"My degree allowed me to extend my thinking and expand my knowledge base"

She was awarded top Farm Management student and was runner up top Agricultural student in her final year.

Chelsea's time at Massey was a great experience and she managed to develop a number of networks which has helped her in her career to date.

During her time at University, Chelsea also took the opportunity to be involved in various sectors and disciplines through practical work and internships.

Chelsea's diverse work experience included work at a plant nursery, an agronomist in vegetable production at Woodhaven Gardens, an internship with AgFirst (Agribusiness and Environmental Consultancy business) and a sales specialist at Farm Source.

All of which helped her to develop a set of very transferrable skills and valuable insight into consultancy as a career.

In November 2021, Chelsea accepted a consultancy position with AgFirst, a company she felt through her education and work experience, could offer value to and in turn offer the growth and development opportunities she was seeking in a career pathway. She is still working with them today.

Chelsea is considering further on into her career, studying an Agribusiness Masters degree with a focus on the environment or advisory and consultancy, as she strongly believes in lifelong learning and that all opportunities provide you with a new skillset and perspective.



The primary sector has been an integral part of my upbringing and working in this industry allows me to combine my passion for people and the environment. All my experiences to date have helped shape my career path and all of this started in an Agribusiness class in Feilding.



Kate Wilkins, Chelsea Hopkins (speaking), Thomas Cross

Providing a pathway for youth to gain meaningful and enjoyable careers

Thomas Cross

HAS BEEN INVOLVED IN AGRICULTURE HIS WHOLE LIFE. HE GREW UP ON A SHEEP AND BEEF FARM LOCATED ON THE OTAGO PENINSULA WHERE HIS FAMILY HAS BEEN FARMING FOR SEVEN GENERATIONS.

Thomas has always been interested in the practical side of farming, however whilst attending John McGlashan College became more focused on the theoretical side. This was further encouraged by John McGlashan offering Agriculture as a subject in Year 10 and 11 and then Agribusiness in Year 12.

The opportunity to take Agribusiness as a subject was a great opportunity for Thomas as it combined Agriculture with other subjects he was also interested in such as Science and Accounting.

He enjoyed the subject content a lot and found the learning very relatable to working on his own family farm.

Through taking both Agricultural and Horticultural Science and Agribusiness, Thomas then decided to pursue a Bachelor of Commerce majoring in Agriculture and Professional Accounting at Lincoln University from 2019 to 2022, which he also thoroughly enjoyed.

Thomas accredits the Agribusiness in Schools programme to being a great stepping stone to this.

Studying at Lincoln gave Thomas many opportunities to work on a wide range of farms in various areas of New Zealand and make valuable industry connections.

In his final year of study, Thomas decided that he wanted to pursue a career in rural banking. Rural banking interested Thomas as it related to his studies and would provide further engagement with the farming community.

In 2022, Thomas was lucky enough to gain a role with BNZ as an Agribusiness Graduate based out of Timaru. He has now been in this role for 5 months and sees a real future for himself in the industry.



In this role I have found Agribusiness in Schools, and my university studies, very beneficial and helpful. Both the knowledge and relationship building skills obtained have led me to the position I am in today.



Thomas along with Chelsea Hopkins and Kate Wilkins, were guest panellists at the Agribusiness in Schools Ten Year celebration, 29th March 2023. They were each asked to come up with a slogan that would entice young people into working in the Agribusiness sector.



Thomas Cross speaking at the Agribusiness in Schools Ten Year Anniversary Event

Chelsea Hopkins :

"No two days are the same, help us navigate change"

"Farming is not a job it's a way of life and there's something for everyone"

Thomas Cross:

"Take all opportunities you get, you never know where you might end up"

Kate Wilkins

"Agribusiness - More than meets the eye. A vast range of jobs are available from working on the land, to working in a lab."



Sir Jim Van Der Poel, Kate Wilkins, Thomas Cross, Olivia Weatherburn, Chelsea Hoptkins, Tracy Brown



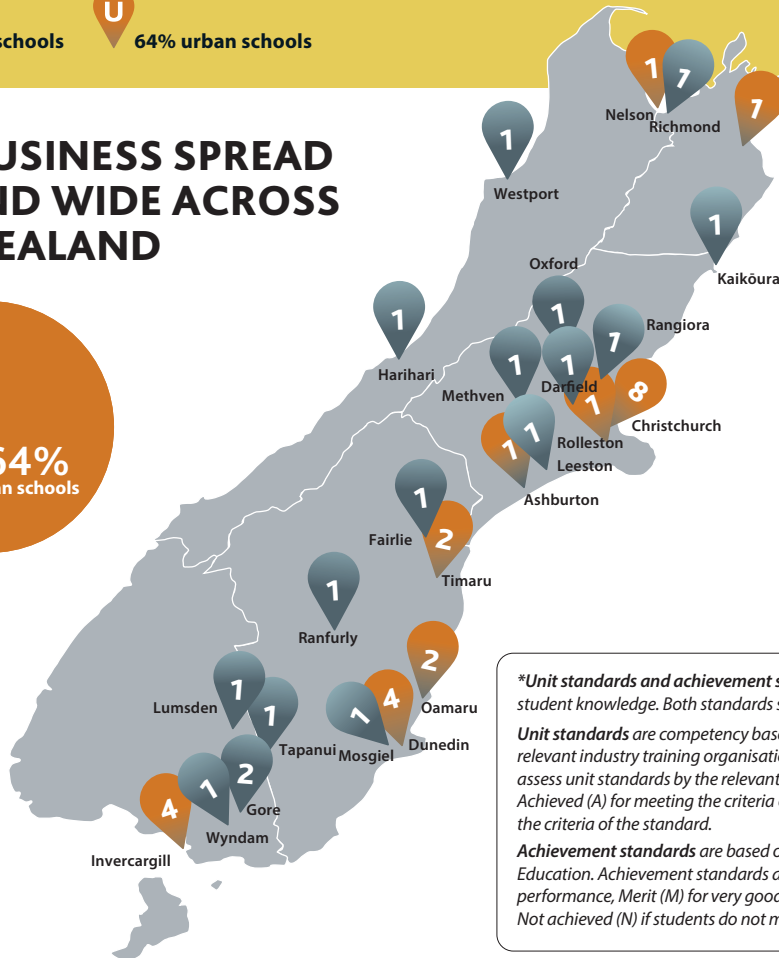
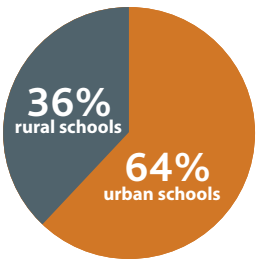
RURAL AND URBAN SCHOOLS

1	Kaitiāia	1	Ōpōtiki	1	Greytown	1	Ashburton
2	Whangārei	1	Rotorua	7	Wellington	1	Fairlie
1	Wellsford	1	Ōtorohanga	1	Blenheim	2	Timaru
1	Warkworth	1	Taumarunui	1	Nelson	2	Oamaru
1	Helensville	1	New Plymouth	1	Richmond	1	Ranfurly
22	Auckland	1	Hāwera	1	Westport	4	Dunedin
1	Ngatea	1	Whanganui	1	Harihari	1	Tapanui
1	Katikati	2	Marton	1	Kaikōura	1	Mosgiel
4	Tauranga	1	Feilding	1	Oxford	1	Lumsden
1	Matamata	3	Palmerston Nth	1	Rangiora	2	Gore
1	Morrinsville	3	Gisborne	8	Christchurch	1	Wyndham
4	Hamilton	2	Havelock Nth	1	Darfield	4	Invercargill
1	Cambridge	3	Hastings	1	Methven		
1	Taupō	1	Levin	1	Rolleston		
1	Whakatāne	2	Masterton	1	Leeston		



R 36% rural schools
U 64% urban schools

AGRIBUSINESS SPREAD FAR AND WIDE ACROSS NEW ZEALAND



116
SCHOOLS

Agribusiness is now a key subject option in 116 New Zealand schools.

**Unit standards and achievement standards are two types of assessments schools use to assess student knowledge. Both standards specify what a candidate needs to know, do, and understand. Unit standards are competency based and usually vocational based assessment, developed by the relevant industry training organisations such as the Primary/TO. Schools need to be accredited to assess unit standards by the relevant industry training organisation. There are just two grades; Achieved (A) for meeting the criteria of the standard and Not achieved (N) if a student does not meet the criteria of the standard. Achievement standards are based on assessing New Zealand curriculum developed by the Ministry of Education. Achievement standards are measured by four grades; Achieved (A) for a satisfactory performance, Merit (M) for very good performance, Excellence (E) for outstanding performance, and Not achieved (N) if students do not meet the criteria of the standard.*

Partnering with secondary schools in New Zealand to teach Agribusiness



St Paul's
COLLEGIATE SCHOOL





LEVEL 2
89
SCHOOLS

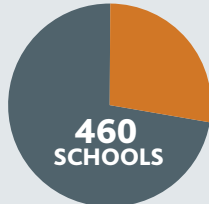
89 schools taught Level 2 Agribusiness achievement standards* (as at 2022)



LEVEL 3
69
SCHOOLS

69 schools taught Level 3 Agribusiness achievement standards* (as at 2022)

460
SCHOOLS



460 schools are teaching some form of primary sector education (Agricultural and Horticultural Science or Agribusiness either unit standards* or achievement standards*).



64% URBAN **36% RURAL**

64% of secondary schools teaching Agribusiness are urban and 36% are rural.

10,000

10,000 students have studied Agribusiness over the last five years



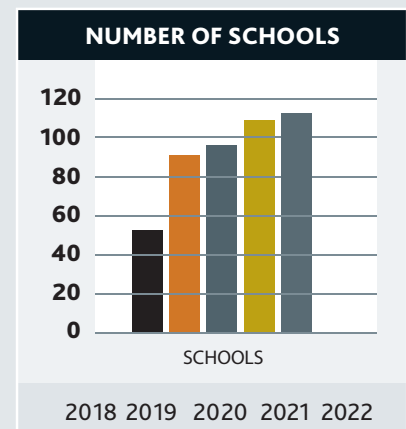
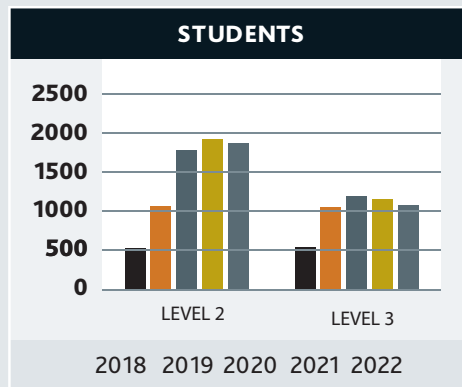
113
TEACHER'S

113 Teachers are a member of the Agribusiness Teacher's Association

YEAR	LEVEL 2 STUDENTS (YEAR 12)	LEVEL 3 STUDENTS (YEAR 13)	TOTAL STUDENTS
2018	529	570	1100
2019	1121	1120	2241
2020	1728	1329	3057
2021	1923	1293	3216
2022	1805	1205	3010

YEAR	NO OF SCHOOLS
2018	56
2019	93
2020	97
2021	107
2022	116

The number of schools teaching Agribusiness has consistently increased over the years.





Agribusiness in Schools

DELIVERING AGRIBUSINESS TO NZ SECONDARY SCHOOLS



A background working in the Primary Industries and now highly successful teaching career, Coadette Low loves her job!

Coadette Low

LIVES AND BREATHE THE AG INDUSTRY. SHE HAS AN UNWAVERING PASSION AND A FIST FULL OF KNOWLEDGE THAT SHE IS NOW DUTIFULLY PASSING ON TO THE YOUTH OF OUR NATION, THROUGH AGRIBUSINESS EDUCATION.

Agriculture, Horticulture, and Agribusiness she has done it all, from working across the ditch and teaching in Australia for 4 years, and currently in her 8th year of a highly successful teaching career here in New Zealand, she certainly has the accolades to prove it.

1. Teach NZ Secondary Teachers' Study Support Grant (2021)

2. Finalist in the Primary Industry Awards NZ – Emerging Leader category (2021)

3. Teach NZ Secondary Teachers' Study Award (2022)

4. University of Waikato Research Masters Scholarship (2022)

5. Finalist in the Beef+LambNZ Awards – People Development category (2022)

You also might be mistaken for thinking that Coadette was from a farm, but no, Coadette was an urban gal and grew up in Napier, attending Taradale High School. She did however love animals

and at one stage wanted to be a vet, but after a work placement during her school years, realised that it wasn't the correct pathway for her.

Not adverse to hard work, in Year 11, through a family contact, "Brendan Mahony Shearing", she nabbed a job in the shearing sheds as a wool handler, working in the weekends and every school holidays. In Year 12 however, she still didn't know what she wanted to do and almost left school to go and work full-time. To this day she is grateful to her mother for convincing her to stay and finish Year 13.

One of the farms that she worked on as a wool handler was a sheep stud, north of Napier near Tutira. After her chats to the farmer about his genetics programme, this

sparked an interest in the genetics field and Coadette went on to study a Bachelor of Science – Majoring in Animal Science and Physiology, at Massey University. She was lucky enough after her degree to secure a job with Thomas Foods International abattoir in South Australia.

"They flew me out the day after my last exam. They paid for everything, and I knew that if I didn't take the opportunity to head overseas and work after uni, I probably never would've done it".

After five years working in the abattoir, in Quality Assurance, her role varied from microbiology, carcass grading, support on both slaughter floors and boning rooms (sheep + cattle), quality audits, traceability and complaint



Coadette as a finalist in the 2021 Primary Industries Emerging Leader Awards

procedures. Knowledge wise, by this stage Coadette was more than qualified to start teaching. She remembers a past Biology teacher at high school recommending that she should be a teacher, and it was only after working in the abattoir that she considered it.

“After a couple of years, I was training others and conducting more audit work. I decided after taking a group of stock agents through and teaching them the carcass grading system that teaching Agriculture would be something I would like to do.”

Coadette Low and colleague at the Thomas Foods International abattoir in South Australia

Forever evolving and continuing to learn, whilst teaching the subject of Agribusiness

Coadette completed her Graduate Diploma of Secondary School Teaching at the University of Adelaide in South Australia and taught in Australia for 4 years before the heart strings started to pull for home.

In 2016, a high school friend who was teaching at Wairarapa College at the time sent her a job advert for Head of Agriculture at Rathkeale College in Masterton. She applied that weekend and the rest is history!

In 2018, Coadette implemented the Agribusiness in Schools course, after hearing about it at a HATA conference and through Melanie Simmons, the Agribusiness in Schools Advisor. With the support from the community and students, she was keen to take it on.

aspect, both theoretical and practical. She also of course loves the subject content, as the information is forever evolving, and she is always continuing to learn.

Coadette states that the most popular careers that students tend to go into after completing an Agribusiness related degree are; Marketing, Consultancy, Rural Banking or Logistics. However, their first “taste” literally is the Agribusiness in Schools programme, where student assessments include practicals on harvest to product. The students can make camembert cheese, honey and biltong. It is a subject that focuses on beyond the farm gate, but also the entire value chain, where students look at aspects



Rathkeale Agribusiness students winning awards at the Junior Young Farmer of the Year Awards 2021

“Any teacher who has an interest in food and money would excel at teaching the course, the only challenge is finding those teachers.”

The other challenge is schools understanding the importance of offering the subject to the young people of New Zealand and the flow on effects that it will have, not only as they go into their career pathways but also into becoming conscious consumers, aware of sustainable practices, what mitigations are already in place, how they work, and what future research is being engaged with.

Coadette goes on to say, “it is our duty to ensure that we educate the youth of New Zealand about the Primary Industries here in New Zealand, and how important it is to our own economy”.

“All New Zealanders need to be aware of their own impact on the environment, which includes reflection of their footprint, purchasing habits and understanding where their food comes from.”



Coadette and Agribusiness students on a field trip to Ravensdown

At the start of 2023, Coadette took on the new role, as Head of Department Agriculture at Mount Albert Grammar School in Auckland and TIC of their Agribusiness in Schools programme.

Coadette’s passion for teaching mostly comes from the students who take it and the relational

from innovation, technology, value adding, financial decisions, external factors of influence and is a subject that encourages critical, analytical thinking and problem-solving.

Coadette believe that all schools should teach Agribusiness alongside the Agricultural and Horticultural Sciences.



Coadette and students on the Elite Wool Industry Training school holidays shearing course



2022 Agribusiness in Schools student Maia Kelly reflects on her time learning the subject



Camembert cheese maturing in the fridge, in the Agribusiness Gallagher Centre of Excellence

are usually a main feature of the Agribusiness in Schools curriculum.

Unfortunately, traditionally Agricultural and Horticultural Science subjects in education have been seen as non academic subjects, however Maia believes that the Agribusiness in Schools programme would be beneficial and interesting to anyone with a strong work ethic.

She goes on to say that “you don’t necessarily have to excel at math or science, although this would definitely help, as there is a lot of practical learning, researching, gaining knowledge and then analysing those findings to come up with multiple solutions to a problem”

Maia loved the problem solving side of the Agribusiness in Schools programme and learning about the inner workings of a business.



The Primary Industries are always thinking about opportunities for future growth and expansion, focusing on problems and how they can be improved, and I like this about the industry.



MAIA KELLY

HIGH SCHOOL GRADUATE IN 2022, AND PAST AGRIBUSINESS STUDENT AT ST PAUL’S COLLEGIATE SCHOOL, MAIA APPLIED FOR AND WON THE “HIRANGA” SCHOLARSHIP TO ATTEND THE UNIVERSITY OF CANTERBURY AND WENT ON TO STUDY LAW AND COMMERCE, (MAJORING IN ECONOMICS).

This combination, she felt would well prepare her for a range of future career aspirations, including within the agribusiness sector.

Maia was first attracted to the course as an option through her interest in Economics. Not knowing anything about the Primary Industries, being a “townie” without a farming background and picking up the subject late in Year 13, she definitely had a few hesitations, however none of these factors seemed to inhibit her at all.

Maia described studying the Agribusiness in Schools subject as highly interesting and a real “eye opener” into how important the Primary Industries are, to the economic survival of New Zealand.

With job opportunities extending well beyond the farm gate, such as food technology, aquaculture, equine, and forestry - just to name a few, Maia found this is an exciting aspect of the curriculum.

The Agribusiness in Schools programme has four main areas of learning; Agri-science, Agri-marketing, Agri-management and Agri-Innovation.

At St Paul’s Collegiate School in Hamilton, Agribusiness has it’s own dedicated Gallagher Centre of Excellence building that consists of two classrooms and a kitchen, where students can experiment with making food products.

One of Maia’s internal assessments was learning how to make Camembert cheese. With the focus on innovation, a probiotic was added to the cheese to increase it’s market value.

Maia recalls learning about this, and laughs about the fact that she didn’t have any idea of how Camembert cheese was made! “It ended up like a hard goo that was covered in liquid and then we had to cut it” Another practical assessment she really enjoyed was learning how to make biltong.

During her studies, she went on to develop a special interest in environmental issues. Maia said that taking Agribusiness, greatly increased her awareness of current affairs and topics she was learning about at school, were appearing on the news! One such topic was the negative effects of nitrogen leaching into the waterways of New Zealand.

In Maia’s Economics class at the time, they had also been learning about “negative

externalities in production” and found the cross over of subject matter, very complimentary and added a different lense as well as depth and breadth to her learning in both subjects.

One of Maia’s most memorable learning experiences from the programme was “The Crocodile Pit”, where a panel of 6 expert judges, rated the marketability of the students Agribusiness related product or service they had invented. There was the possibility of winning \$400 cash for your group and the opportunity to showcase your product at the New Zealand National Fielddays Innovation Hub in 2022.

This was her very first assignment and admits she was “slightly terrified” at the time, but saw it as such a great learning experience on how to market a product successfully in the real world.

In 2022, COVID-19 put a halt on things like fieldtrips and guest speakers, which



Agribusiness students in 2022 learning how to make camembert cheese at St Paul’s Collegiate School.





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