

2023 ANNUAL REPORT







Agribusiness in Schools

DELIVERING AGRIBUSINESS TO NZ SECONDARY SCHOOLS



Leaders in Agribusiness celebrate milestones

The ongoing journey for success in the Primary Industries



Campbell Parker (DairyNZ CEO), Grant Lander (AIS Business Relationships Manager) and Tony Egan (Greenlea Premier Meats Managing Director) at 2024 Agribusiness in Schools networking function

Sustaining the Primary Industries is no small feat, requiring an 'all hands on deck' approach by sector leaders to ensure that the industry is working hard to maintain our bountiful landscapes, providing quality produce and creating opportunities for those both passionate and considering a future in Agribusiness.

In these hectic times, it is important to take a moment to acknowledge our Agribusiness leaders for their direction and guidance, and celebrate the accomplishments achieved.



David Chin (LIC CEO) and John Jackson (Deputy Chair of St Paul's Collegiate Board of Trustees)

On March the 24th 2024, the Agribusiness in Schools programme did exactly that. An intimate group of some of Agribusiness' biggest names convened to socialise, and celebrate.

Firstly, we celebrated Campbell Parker, who is the Chief Executive of DairyNZ, stepping confidently into role of Chairman of the Advisory Board for the Agribusiness in Schools programme. Following a generous applause, Campbell humbly thanked the audience and acknowledged that he had 'big boots' to fill. Campbell has over 25 years of experience in agriculture across several of New Zealand's biggest farming brands including GEA Farm Technologies NZ, Waikato Milking Systems and Ballance Agri-Nutrients Ltd. There is no doubt his expertise will be put to good use as Chairman of the Advisory Board.

The gathering also acknowledged a leader stepping down from his role. Tony Egan, who has been the Chairman of the Advisory Board, announced his retirement from the role after 12 years of service.

Tony worked as CEO for Assure Quality for five years, AFFCO NZ Ltd for another five, before returning to his family owned business Greenlea Premier Meats to be the Managing Director. In addition to these significant roles, Tony has also taken on Directorships at both industry and business levels, representing New Zealand at several international forums.

After a standing ovation from our function guests, Kerry Allen (Agribusiness Curriculum Director) wished Tony well in his future endeavours.

Work in the primary sector can be rewarding and multifaceted but can also be fraught with change and uncertainty, something our attendees and other sector employees keep abreast of.



Tony Egan receiving Certificate of Outstanding Commitment to the Agribusiness in Schools initiative.

The Agribusiness in Schools programme awarded Tony a Certificate of Outstanding Commitment - a small memento of his crucial leadership, outstanding support, and continued devotion to the Agribusiness in Schools programme.

It is not often that we are able to come together and recognise our successes or even have a simple catch up. As 2024 kicks off to a busy and exciting start, we are thankful for this time of recognition and reflection.



From Classroom to global marketplace

How Agribusiness at Secondary School paved the way

In the ever-evolving world of New Zealand's primary industries, one young man's journey is a testament to the power of education. Meet Sam Howard, a 23 year old Silver Fern Farms graduate, in his second year whose path to success was paved by a crucial stepping stone: Agribusiness in Schools.

Sam, who grew up in the centre of Wanaka, first began working on Bendigo Station during his holidays at the age of 15. He was operating heavy equipment, engaging in stock work, and worked two summers silage contracting. Although not from a farming background, he embraced a rural lifestyle, and his weekends were filled with dirt biking and hunting.

In his earlier years, Sam admitted that he was not the most committed student, but everything changed when he discovered the subject of Agribusiness. The turning point came in Year 12 in 2017, when Roy Gawn, a Science teacher at Mt Aspiring College, who has a passion for the primary industries, introduced the new course. Sam and his mother attended an

information evening and were intrigued by the possibilities Agribusiness offered. Roy had high expectations and encouraged those who wanted to excel, and this was the motivational spark that Sam needed.

"Our will to impress a knowledgeable, and passionate teacher led to our output being maximised and a realisation that when I actually enjoyed something, I worked really hard at it. I started to get grades at Excellence level, which acted as a momentum booster for my other subjects and helped with my overall schooling".

An Agribusiness field trip, visiting Mt. Burke Station (a generational sheep and beef farm), with stunning views of Lake Wanaka, left a lasting impression on Sam. This was in support of an assignment around business operations, where the owners had diversified their income by offering weddings, heli-biking and other events.

Having been given this unique perspective on the agricultural sector beyond the boundaries of traditional farming, Sam

soon realised that a lifetime on the farm was not for him. He decided to pursue a degree in Agribusiness and Food Marketing at Lincoln University in 2019, where he gained insights into the broad range of careers available in the agricultural sector. Sam's fellow graduates all work in diverse fields, from rural banking to exportation logistics showcasing the industry's vast opportunities.

After completing his degree, Sam joined the Silver Fern Farms Graduate Career Programme, which involves three one-year rotations across various business areas to provide a holistic understanding of the industry. In his current year on a "Sales" rotation, Sam manages the Australian market and customers who export into smaller niche markets, (that Silver Fern Farms does not directly supply into) such as the Pacific and Indian Ocean Islands, and parts of the Caribbean. He handles inquiries about

eligibility and specific country requirements, selling a diverse range of beef, lamb, and venison products.

In his first year, he worked in the corporate and logistical side of livestock management, focusing on the initial supply chain and incorporating the values of He Waka Eke Noa - a partnership supporting environmental preservation and well-being for current and future generations.

In his daily work, Sam is continually amazed by the substantial impact of external factors that impact New Zealand's primary export markets such as the Ukrainian war and its effect on energy prices in Europe, post COVID-19, consumer confidence in China, worldwide inflation and changing weather patterns. However, Sam views these challenges as opportunities for the industry to adapt and innovate in response to changing conditions.

Silver Fern Farms are extremely proud of the young people in their company. A highlight last year was being invited to attend a sustainable, entrepreneurial dinner at the Beehive called "Festival for

Sam on Grandparent's Farm, South Island



"Attending Lincoln University fully convinced me of my passion to fulfil a career contributing to the future success of New Zealand agriculture on the world stage. Going forward, I have a hunger to contribute to selling the distinctive production story, gaining the greatest value and rewarding Kiwi producers and companies in a vast global setting".

the Future” sponsored by Silver Fern Farms. It marked a significant milestone as it was the first time their Net Carbon Zero beef had been consumed in New Zealand, making it a truly special opportunity. Sam emphasises the importance of gaining exposure to different facets of a multibillion-dollar business like Silver Fern Farms. This exposure, he believes, is critical for acquiring an in-depth understanding, especially during the development phase of one’s career, setting the duration of the programme apart from others available in the red meat industry.

“Working in such a complex environment, it typically takes around four to six months to truly develop the confidence and expertise required to excel in a specific role or rotation”.

When it comes to promoting Agribusiness to future generations, Sam believes Year 11 students, at the threshold of making crucial career decisions should be our main target. While social media is a great tool for creating awareness, parents remain pivotal in influencing their children’s subject choices.

Sam advocates for highlighting the exciting aspects of agricultural careers, such as extensive travel opportunities, job security, and the unique blend of practicality with corporate-style work.



Sam and another fellow Agribusiness in Schools student at a Lincoln University Careers Expo

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In a volatile market there may be restructuring, but when you’re involved in food production, global population growth and the demand for our top-quality products, a large percentage of jobs will remain and won’t be replaced by technology, more so than other sectors.

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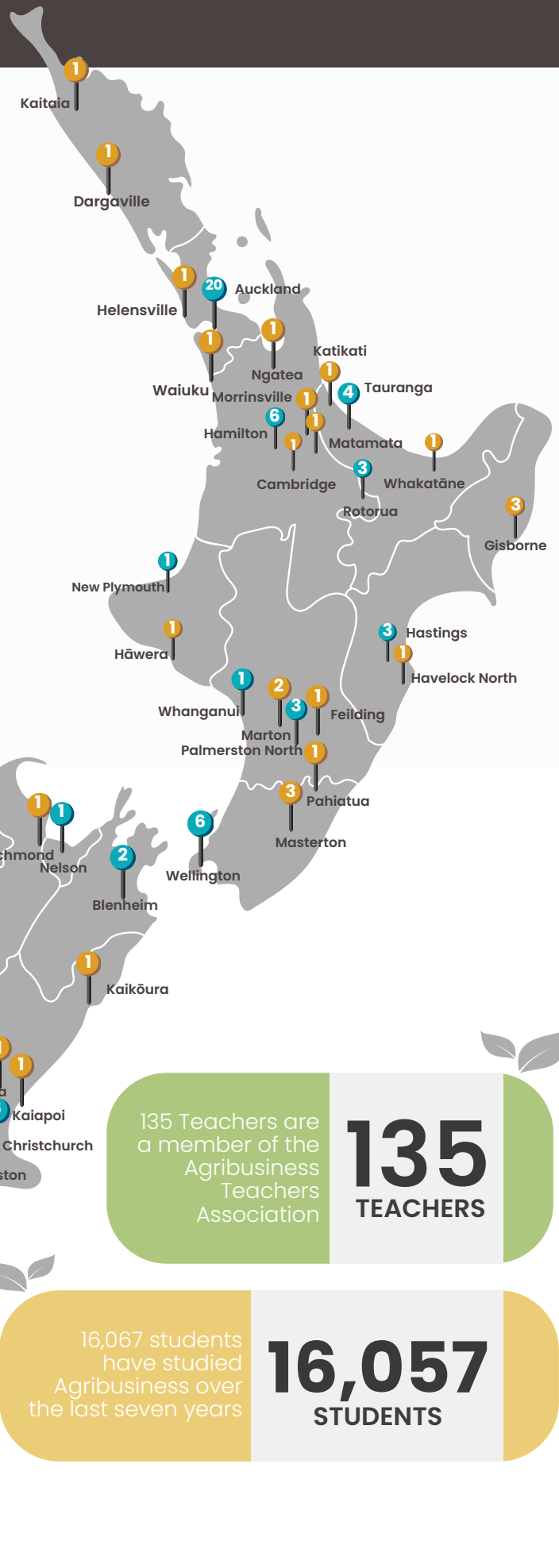
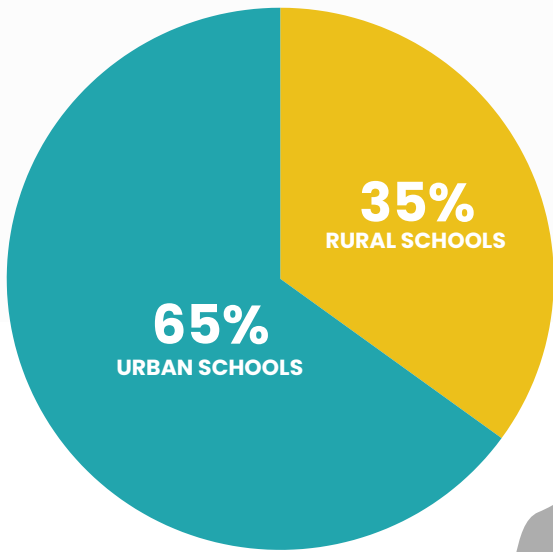
Sam is committed to paying it forward by sharing his insights and experiences. He believes that consistent positive messaging will encourage more young people to explore rewarding careers in the primary industries. The vital role played by programmes such as Agribusiness in Schools and the passionate teachers that drive them is evident in Sam’s career making decisions. The Agribusiness in Schools programme demonstrates the profound influence of education on young minds within a sector integral to the prosperity of New Zealand.





111 111 schools taught Agribusiness in 2023. See their locations on the map.

187 187 schools have taught at least one Agribusiness Achievement Standards in the last seven years



135 Teachers are a member of the Agribusiness Teachers Association

135 TEACHERS

16,067 students have studied Agribusiness over the last seven years

16,057 STUDENTS



LEVEL 2

83
SCHOOLS

83 schools taught Level 2 Agribusiness achievement standards



LEVEL 3

70
SCHOOLS

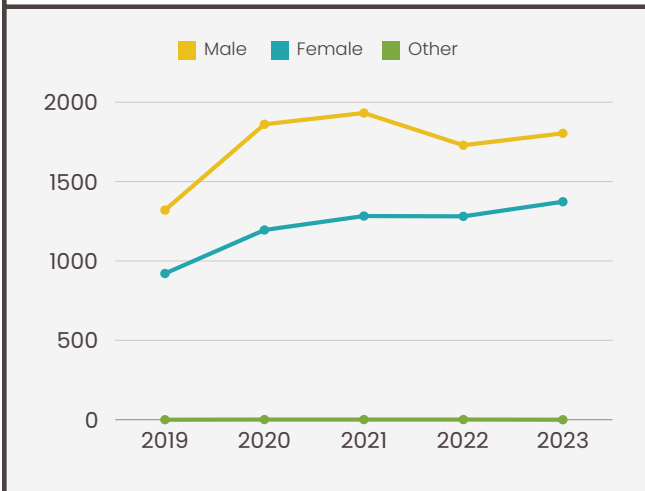
70 schools taught Level 3 Agribusiness achievement standards



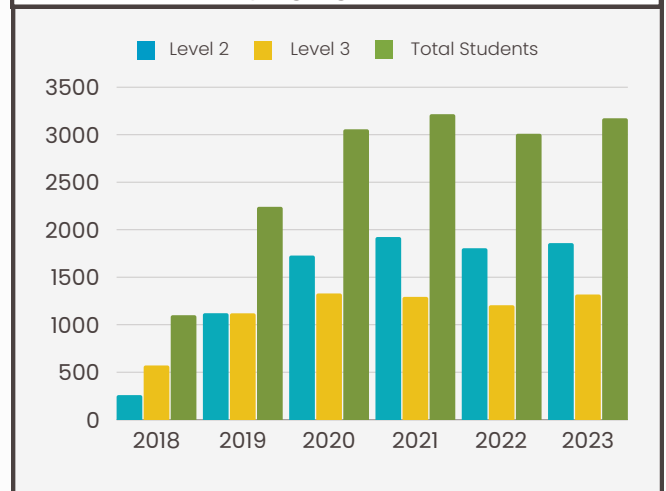
357
SCHOOLS

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

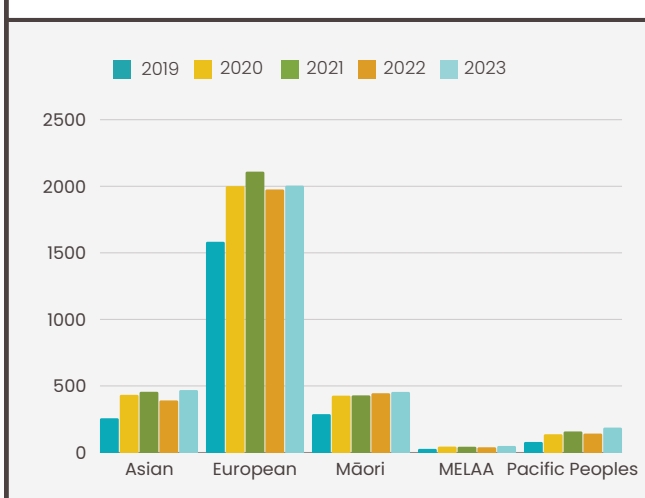
Student Gender in Agribusiness



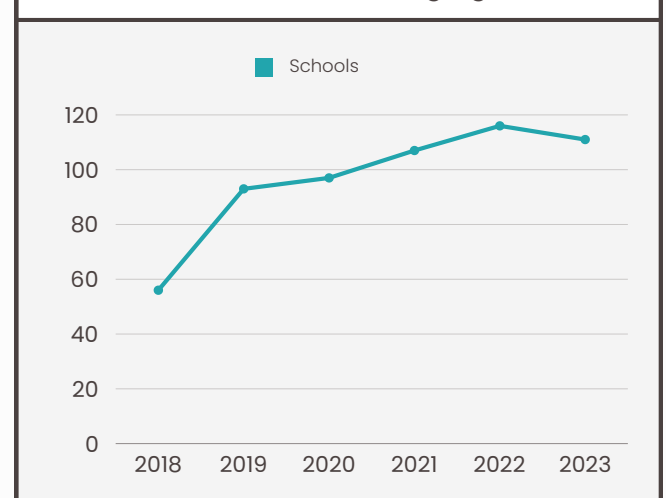
Number of Students in each Year Level studying Agribusiness



Ethnicity Total in Agribusiness



Number of Schools Teaching Agribusiness



A Conversation with Dr Craig Preston, Director of Agribusiness at John McGlashan College

In what other subject does there exist the unique blending of academia, innovation, and real-world application? We sat down with Dr Craig Preston, the Director of Agribusiness at John McGlashan College in Dunedin, to discuss this rewarding role and the benefits of being a teacher of Agribusiness in a secondary school.

Armed with an impressive academic background, including a PhD in Bioethics and Theology, a Bachelor of Science in Anatomy and Structural Biology, an Honours degree in Reproductive Biology, (Polycystic Ovarian Syndrome), and experience lecturing to medical professionals, Dr Preston's journey into secondary school education was fuelled by his passion for teaching and the desire to directly influence the educational path of young minds. Recognising this calling, he pursued a Graduate Diploma of Teaching from Otago University. While Preston's original training may not have encompassed Agriculture or Business Studies, his diverse academic knowledge and innovative mindset (not to mention a strong nudge from his Headmaster, Neil Garry) played a pivotal role in shaping the Agribusiness programme at John McGlashan College.

"To teach Agribusiness is fantastic, it's so innovative and, within reason, you can write the script as long as it can lead to NCEA assessment; and there is no shortage of interesting and engaging material for activities in class and some of the best school field trips you'll ever take."

Dr. Preston's position as Director of Agribusiness was the result of a visionary opportunity. In 2015, John McGlashan College was invited to be a lead school in the development of the Agribusiness in Schools programme, originally a St Paul's Collegiate School initiative that went on to become a nationwide NCEA-approved subject. Dr. Preston's academic expertise proved invaluable in designing a course that would become a point of differentiation for the school. In Preston's words,

"It remains highly popular and fills up every year."

Agribusiness at John McGlashan College is a subject that also includes girls from their sister school Columba College and has been a resounding success since its inception. The combining of educational resources is distinctive to John McGlashan College and Columba College. Other secondary schools can offer their own Agribusiness course with subtle variations in the

delivery of the curriculum.

One might question the academic rigour of Agribusiness, however, Dr Preston dispels any doubts by highlighting that Agribusiness requires prerequisites in Math, Science, and English with Merit-level grades to apply. The course is specifically designed for academically inclined students who aspire to pursue higher education and successful careers in the Primary Industries. Dr Preston explains that Agribusiness students develop an ability to analyse situations from multiple angles, equipping them with skills that extend beyond traditional classroom learning.

Preston elaborates on the diverse assessments that Agribusiness students undertake.

"All our assessments include an amazing practical component which feeds into the academic reporting afterwards. We make beer, biltong, and cheese at times to learn about supply chains and adding value to products. We also produce, brand, package, market and sell these products as part of a 6-credit marketing plan assessment. All assessments are as academic as any NCEA subject, and in fact, requires a higher level of innovative thinking in many cases due to critical thinking demands and justification of viewpoints".

The positive outcomes of this style of learning and assessment are evident in the results. Dr Preston proudly notes that approximately 85% of Agribusiness students proceed to further studies and related careers, ultimately contributing to the growth and success of New Zealand's primary industries.

Agribusiness teachers have the opportunity to shape young minds, inspire innovation, and witness the direct impact of education on real-world challenges. In a rapidly evolving agri-technology landscape, the role of an Agribusiness teacher gains significant importance. This responsibility involves staying updated with evolving trends and current research – essentially, educators become lifelong learners themselves, but above all, it's about empowering future leaders in the dynamic field of Agribusiness.



John McGlashan College students weigh their biltong for packaging, marketing and sale



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Growing Young Minds

By Sonita Chandar

Students in New Zealand secondary schools will benefit from a new board game developed to help build knowledge and understanding of food production.

The new 'Grow' board game was officially launched at the Fieldays Opportunity Grows Here Careers Hub and was expected to be available in schools in April. However, delays in production meant it was late arriving and wasn't available until Term 4.

Grow was developed as part of a joint initiative between Rabobank, Te Whare Wānaka o Aoraki Lincoln University and the Agribusiness in Schools programme. The game was created to support learning for students studying NCEA Agribusiness and Agricultural and Horticultural Science.

It touches on all the major topics included within the agribusiness curriculum and provides students with a fun way to acquire and reinforce the course content.

Rabobank New Zealand CEO Todd Charteris said the idea for the new game came about following discussions between

Rabobank's Upper South Island Client Council – a group of the bank's clients from the upper half of the South Island who meet regularly to discuss the challenges facing the agri sector – and Lincoln University.

"Our Client Councils have identified long-term industry capacity as one of the key challenges facing the agricultural sector and, over recent years, our Upper South Island Council has worked closely alongside Lincoln University to develop initiatives to highlight to school students the range of career opportunities within the sector," he said.

"One of the topics that has regularly come up in conversations between our Council and Lincoln University is the need for more resources to support learning about food production at the secondary school level and, as a result, it was decided the two parties would collaborate to develop a new board game which would help shine a light on the wide array of knowledge and skills required to run a successful farming operation."

Charteris said both parties felt it was essential to



align the content of the game with the NCEA curriculum, so they reached out to Kerry Allen and Melanie Simmons from the Agribusiness in Schools programme to help with the design process.

"After more than 18 months of development, the game is now ready to go, and I'm confident it will prove a hit with students and really help increase understanding of food production as well as encouraging more young people to consider a career in the primary industries," he said.

"Initially, the game will only be made available to schools who are part of the Agribusiness in Schools programme but, if there is enough interest, there is also scope to make the game available to all secondary schools across New Zealand."

Lincoln University Student Engagement Manager, Jaime Shone said the game focuses on the financial, social, and environmental aspects of food production and also incorporates elements

of Mātauranga Māori.

"Up to six players can participate in the game, with all players initially allocated a piece of land and a sum of money before choosing if they wish to operate a dairy, sheep and beef, horticulture, viticulture or arable farming operation," she said.

"Game play consists of players moving around a board and accumulating money, which then gives them an opportunity to purchase the required assets to operate their farm. Players must first successfully answer a question to collect an asset, and the first player to collect all the assets required for their farm wins the game."

Shone said game questions relate to a massive array of topics including, but not limited to, biosecurity, soil composition, waterways, key agri terms, biodiversity, biological processes, animal behaviours, weather patterns and agricultural production by region.



Fielddays Grow game launch with former Minister of Agriculture Hon Damien O'Connor and St Paul's Collegiate students

"In addition to covering all aspects of the Agribusiness programme, game questions also have significant cross-over with the content of the NCEA Geography and Science curriculums," she said. **"We expect the game will also get plenty of use from students studying these topics."**

Agricultural and Horticultural Science teacher Anthea Garmey from Motueka High School – one of the more than 125 secondary schools that received the games, said she had utilised Grow throughout Term 4 with her Year 11 and 12 students.

"It's a fantastic game and the students engaged with it straight away," she said.

"Since the games arrived, I've often had students come into class and ask if they can play the game, and then they will quite happily play it for the whole period."

"Everyone really loves it and has learnt lots from playing the game. And the real bonus is that the content is all very relevant for their assessment."

Garmey said game questions had prompted some excellent discussions among her Agricultural and Horticultural Science students.

"There's a lot of variety in the questions. Some of them are quite challenging and this has led to some really good discussions among the students about potential answers."

Agricultural Science teacher Anita Taylor from Paraparaumu College – another of the high schools to receive sets of Grow – said students in her Agricultural Science class had also really enjoyed the new game.

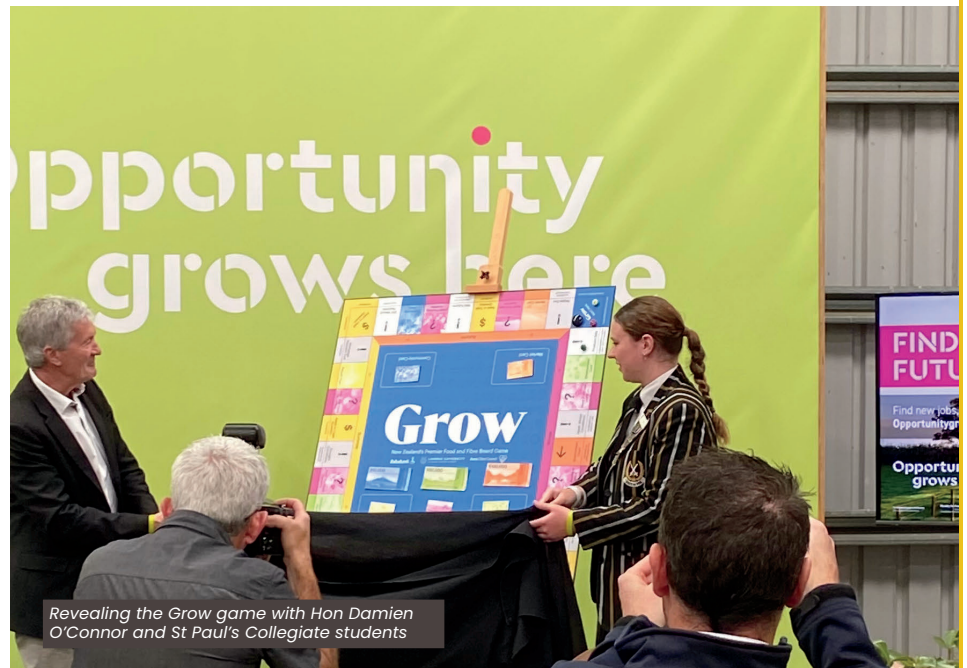
"I used the game with my Year 11 students as revision before their Agriculture exam, and it worked really well," she said.

Taylor said she had also been using Grow with some of her Year 10 students to give them a taste of the Agricultural Science curriculum.

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The students found the questions quite challenging, but even the students who don't often speak up in class seemed engaged and very interested in hearing the answers to the questions.

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Revealing the Grow game with Hon Damien O'Connor and St Paul's Collegiate students





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