



RANGIORA NEW LIFE SCHOOL

POLICY AND PROCEDURES MANUAL

Providing quality Christian education that equips and inspires all students to reach their life potential in order to serve God's purposes.

1.7	Curriculum	Education Outside the Classroom	
Ratification	20/06/07	Chairperson	
Last Review	November 2006	Chairperson	

RATIONALE

God has created a good earth and we are to enjoy it and be good stewards of its resources. A full education must provide enriching experiences outside the classroom to expand the children's knowledge and experiences of the community, enhance the classroom curriculum and further develop skills learnt in classroom programmes.

Vision Statement

Every student of Rangiora New Life School will be given opportunities to participate in Education outside the Classroom, exploring a range of skills that will enable them to enjoy the environment in a safe and responsible manner.

School Strategic Goal

- 1.9 Improve the health of our students by means of effective physical activity and proper eating patterns.
- 1.10 To develop and maintain challenging school-wide Sports and EOTC programmes which takes greatest advantage of adventure based experiences in the Canterbury region.
- 1.11 Equip our students with higher order thinking skills in order for them to be confident, self-directed learners.

National Education Goals

1. The highest standards of achievement, through programmes, which enable all students to realise their full potential as individuals and to develop the values, needed to become full members of New Zealand society.
2. Equality of education opportunity for all New Zealanders, by identifying and removing barriers to achievement.
5. A broad education through a balanced curriculum covering essential learning areas
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

National Administrative Guidelines

NAG 1

- I. Develop and implement teaching and learning programmes:
 - To provide all students in years 1 – 10 with opportunities to a achieve for success in all the essential learning and skills areas of the New Zealand Curriculum;
 - Giving priority to student achievement in literacy and numeracy, especially in years 1 – 4;
- II. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - Student achievement in literacy and numeracy, especially in years 1 – 4; and then to
 - Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand Curriculum (as expressed in the National Curriculum Statements)

NAG 5

- I. Provide a safe physical and emotional environment for students

Essential Skills

- Physical
- Social and Cooperative

Key References

- Health and Physical Education in New Zealand Curriculum
- Anywhere Everywhere – EOTC Curriculum for Primary Schools
- Guidelines for Environmental Education in New Zealand Schools
- Kiwisports Outdoors

PURPOSES

- Through EOTC students will:
 - Gain a knowledge of and appreciation for God's creation
 - Develop positive environmental attitudes and values
 - Develop the skills needed to move with confidence and safety in urban, rural and wilderness settings
 - Be actively involved in their learning and provided with a variety of learning experiences
- Teachers will:
 - Provide experiences that enhance pupil leadership and team co-operation
 - Provide opportunities for practical rather than abstract learning experiences
 - Provide opportunities for pupils to experience living and working together as a community
 - Ensure that they provide a EOTC programme keeping to the guidelines tabulated below
 - Ensure they carry out all requirements for EOTC activity as outlined below
- The school will:
 - Provide sufficient relevant resources that are accessible to students and teachers.
 - Have a person with responsibility for EOTC development in the school.
 - Provide sufficient professional development opportunities for staff. Expensive training courses such as rock climbing instruction will need to be carefully worked out with principal / professional development staff
 - Supply Guidelines for Safety and organisation.
 - Approval systems for major EOTC events

GUIDELINES

Specific Roles and Tasks

Board Of Trustees Responsibilities

- Has the ultimate legal responsibility for students in their care. This responsibility exists while their employees have charge of students, whether inside or outside the school, or out of normal hours. The responsibility continues even when outside helpers, instructors or commercial operators are involved and when students participate in course packages offered by commercial operators..

Principal's Responsibility

- The Principal has been delegated the authority to approve all EOTC activities, including overnight stays or "special" precautions.

Staff Responsibility

- Complete an "EOTC Approval" form at least 1 week prior to an educational visit, or six weeks prior to an overnight excursion, or activities requiring special precautions.
- Plan and document the activities. This includes preparation of "Risk Analysis" forms.
- Obtain the approval of the Principal before participating in an EOTC activity off the school site. EOTC activities using the equipment normally on the school site do not require a separate assessment, if the use of the equipment is already covered in the Hazard Register.
- Activities which occur several times in a year can utilise a "standard" Risk Analysis form, providing that the teacher confirms that they have reviewed the form and have obtained the Principal's approval for the activity.
- Obtain parental permission for all activities off the school site (except Manual classes) using the "EOTC Permission" form.

- Report on any significant problems encountered during the activity. The purpose of this is to identify any short-comings in our procedures and to learn lessons for next time.
- The ratio of adults to children must be determined based on the potential risk involved in any activity and the level of expertise of the accompanying adults.

	Low Risk Land Based	High Risk Land Based	Low Risk Water Based	High Risk Water Based
Years 1 – 5	8	3	4	3
Years 6 – 8	8	4	5	3
Years 9 – 10	10	6	6	4
Years 11 - 13	10	6	6	4

- If children are transported in private vehicles
 - seat belts must be worn
 - the vehicle must have a current warrant of fitness and registration
 - the driver must have a full license
- If children are transported on board a bus
 - They must adhere to all regulations
 - Must be seated if at all possible within regulations for the particular bus
- A basic first aid kit is to be taken on all trips.
- For overnight camps a vehicle must always be available for emergencies.
- The group must have a working cell phone with list of parent contact numbers. If going to a place with no coverage arrangement must be made for access to a mountain radio.
- Every group must include at least one adult with appropriate first aid experience with a current practicing certificate.
- Adults accompanying classes must be made aware of the responsibilities expected of them and the restrictions that may be placed upon them during the trip. Teachers must clearly define responsibilities expected of parents.

Primary Classes

- Overnight camps in the primary school begin in Year 3 and all are compulsory.
- Where there are 2 locations listed, the camps are held at each location in alternating years.
- For Years 3 – 6 the emphasis is on outdoor experiences and does not involve any technical skills.
- Year 7 – 8 is the time for beginning to develop technical outdoor skills that will be built on in the secondary camps.

Year	Location # of nights	Activities	Skills/Knowledge
3	Rangiora New Life School 1 night	Overnight camp at school	
4/5	Living Springs 2 nights	Orienteering Bush Walks Farm Visit Team Building	Map reading Team building Understanding animals
6	Living Springs 2 nights	Orienteering Bush Walks Farm Visit Team Building	Map reading Team building Understanding animals
7/8	Glen Tui 3 nights Wainui 3 nights	Abseiling Orienteering Trekking Eeling Overnight tent Bush Studies Kayaking Coasteering High Ropes	Bushcraft Team building Abseiling skills Abseiling skills Kayaking Outdoor cooking Bivouacs Team building

Secondary Classes

- Camps are compulsory for years 9 and 10. It is compulsory to attend one camp in year 11 but students may choose which one they attend. The Year 12-13 camp is also compulsory.
- Where there are 2 locations listed, the camps are held at each location in alternating years
- The emphasis for secondary camps is to develop technical outdoor skills

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10	Windy Point or Arthurs Pass 4 nights	Rock climbing Canoeing Orienteering Tramping Overnight tent River surfing	Belaying Rock climbing Hypothermia Environmental care code Risk Management Water crossing, water safety Planning for a tramp
11	Expedition: * or * 4 nights		Planning for a trip
12/13			Leadership Motivational