

Case study introduction

Newbury School is a rural school, situated approximately 5km from Palmerston North. It caters for approximately 170 students from Years 1 to 8. Simon Marshall, the school's Principal and Mia Broughan, the Assistant Principal, have been leading the changes to Newbury's EOTC approach and practices. In this case study, we look at the importance of having a clear EOTC philosophy and how this aligns with EOTC safety management.

Time for change

Internal evaluation is important to us as a school and we are always striving to improve. Both of us (Simon and Mia) are relatively new to the school (we joined the school approx. 2.5 years ago), so after we had experienced what had gone before, we decided there were aspects of the EOTC programme that could be improved. Newbury has been offering camps for a long time, so we didn't want to lose the valued place it had in the school but were keen to make it more meaningful and relevant for our students. This EOTC evaluation was supported by a review of our school values.

Previously, our school camp experiences had no obvious progression. A venue for each year level camp was set, but staff and students were often unclear of the purpose of each camp and how it contributed to the students' overall learning and development. Overnight camps began at Year 4 and continued to Year 8. We used to run two camp programmes (alternate years) for our Year 7-8 students, however after reviewing these camps we felt the venues were no longer suitable for the camps' purpose. We were also keen to give our students more ownership of these experiences and that meant listening to and integrating their ideas.

Some of the aspects we considered in the review of our current system included:

- Having a clear why: Previously, there was no real sense of the 'why'. Why do we spend all this time on camp organisation? Why do we spend all this money? It was important for us to start here as it grounded our work and drove the of the review process.
- Developing a stronger connection to our school values: Our DRIVE Values (DRIVE is the acronym we use for our school values) were developed through community consultation towards the end of 2017. We wanted these to be a focus of our EOTC programme as we embedded them into all aspects of the school.
- Learning progression: As mentioned before, there was no clear progression of what our students experienced through their time at Newbury. We wanted staff and students to see and connect with the purpose of these experiences and to be able to build on the learning that had come before.
- Environmental education focus: We are an EnviroSchool and previously our EOTC experiences didn't maximise opportunities for environmental learning. We were keen to use our school camps to integrate and enhance this learning; each camp now has an EnviroSchools focus woven into it.

We have an amazing parent community who donate towards camp each year. All of the Years 5 – 8 students have the opportunity to fundraise towards their personal camp costs each year, and 'the Year 7 – 8 class fundraise as a part of their classroom programme, using this as a learning opportunity rather than an add on.

Updating our safety management systems

During the review process we realised our safety management systems and documentation needed to be updated. While they were comprehensive, they no longer reflected current practice. Previously staff may have 'cut and paste' aspects of the RAMS forms, as often happens because of how busy school can get.



We knew it was important that as part of our Health and Safety update, all staff were supported to develop a strong understanding of the systems and paperwork, not only to ensure everyone was delivering safe experiences but so staff didn't feel like safety management was a burden or barrier to EOTC.

During the safety management update, we focussed on making the process and paperwork simple and easy to use. We also ran several PLD sessions at school to make sure staff were on board and that everyone had a shared understanding of both purpose of the camps and how that aligned with appropriate safety management. Students and parents are also involved in managing safety during camp, so we share and work through the relevant (and appropriate) aspects of the documents and system with them as well.



Our 're-visioning' process

Here is the step-by-step process we went through in our 're-visioning' process. Developing this was really helpful, as it broke down the work into manageable and measurable chunks. We could break down the overall (massive!) task into manageable chunks.

1. Internal evaluation: What do we current offer? Why, where and how effective is it? This evaluation involved students, adult helpers and teachers and considered all aspects of the EOTC experience.
2. Identify the 'why': What do we want our learners to get out of these experiences? For us, front of mind was that we wanted our DRIVE values and EnviroSchools curriculum embedded throughout the camps. We also wanted a clear learning progression across the year levels. These details formed our EOTC philosophy, which we referred to when making any further decisions.
3. Allocate: Someone (in our case Mia as EOTC Coordinator) needs to take the lead and get their head around all the documentation. This can be challenging as there is a lot of specific safety management language/terminology to decipher and unpack. The EONZ safety management PLD was critical in developing our understanding and confidence.
4. Review the current EOTC Safety Management Plan: What do we want to keep and what is no longer relevant/current/fitting with our philosophy?
5. Develop/update safety management systems: This will include (re)writing your SMP (Safety Management Plan), SOPs (Safe Operating Procedures) and setting up templates for RAS or RAFs (Risk Analysis and Supervision form, and Risk Assessment Form), and any other school systems that sit behind all EOTC (such as your school's EOTC planning process).
6. Trial: This is a critical step to ensure your systems work as intended. Doing this meant we could identify aspects that were less workable or difficult to understand, and we were able to update the process/forms before sharing them with the rest of staff.
7. Professional development: Upskill all staff in safety management systems and documentation. Our documents are kept online. This means they are live, working documents that are updated/improved all the time.
8. Ongoing internal review: This helps to us to stay current, provide awesome experiences for our students and reduces the chance for full systems overhaul to be needed in the future.

Positive outcomes

While we recognise that reviewing and updating your EOTC philosophy and safety management systems can be overwhelming, don't be put off! Start with what procedures/documentation you currently have and look for inspiration; reach out to schools you know have already completed this work and who exemplify good practice. Also, contact EONZ, they have been incredibly helpful!

Going through this process has been very valuable for our school community. Our team feels more confident planning experiences because there is a shared understanding of the purpose of EOTC. Each experience has a clear



'why', and staff have ownership of this work because they were all involved in writing the safety management documents. As a result, we have seen a positive shift in our teachers' understanding and confidence to deliver EOTC.

Our parent community have enjoyed having the opportunity to feedback to the school about what has and hasn't worked for each camp. Overall, feedback has been very positive particularly regarding the new locations and types of learning experiences offered.

Here is a selection of parent and student comments that highlight the value of EOTC for our community:

"The Newbury School Snow Camp and Careers Camps are camps so different from any others that they provide all the students that participate the opportunity to develop and experience many opportunities that would not be afforded to them by any other school or camp environment." (Parent feedback)

"Camps at Newbury are amazing learning experiences for all. The camps provide the students with a multitude of learning experiences, from trying new things, working as a team, being adaptable, developing self-responsibility, developing their personal strengths, being tolerant of others, operating outside their comfort zone and the learning of NZ history to name a few." (Parent feedback)

"The Newbury School camps are so effective at developing the people of Newbury School. They not only develop the learners but also those that are privileged to be parent help". (Parent feedback)



"We got to say the careers that we wanted to learn about and the teachers used those to make the Careers Camp. It makes it way more fun having a camp that is especially for us, rather than having to do things that we find boring or don't want to learn about." (Student comment)

"We really like going to our school camps. We find school camps really fun because we get to do things we haven't done before and it's different each year. We also really like camps because we get to learn new things. Overall, we think that our camps are awesome." (Student comment)

If you have any questions, please get in touch with us – we are happy to help where we can 😊.
Email: Mia Broughan (Assistant Principal - mia@newbury.school.nz)



Appendix A: Newbury School EOTC/camp progression

Year 1 - 2 students	Year 3 - 4 students	Year 5 - 6 students	Year 7 - 8 students
<p>Annual Overnight Stay Every year students will be involved in an overnight stay at school with onsite experiences</p>	<p>Annual Overnight Stay Every year students will be involved in an overnight stay at school or our local marae incorporating local EOTC experiences (Enviroschool Theme: Ecological Buildings).</p>	<p>Annual Camp Experience Utilising local camping facilities to provide a 5 day/4 night EOTC experience.</p> <p>Even Years Bush Camp (Enviroschool Theme: Living Landscapes)</p> <p>Odd Years Valley Camp (Enviroschool Theme: Water of Life)</p>	<p>2 Annual Camp Experiences Utilising camping facilities further afield to provide a 5 day/4 night EOTC experience and 2 night/3 day EOTC experience.</p> <p>Even Years Adventure Camp Snow Camp (Enviroschool Theme: Zero Waste)</p> <p>Odd Years Careers Camp Survival Camp (Enviroschool Theme: Energy)</p>
<p>Location: School Cost: \$5 Curriculum Links: KCs/ DRIVE Values Example Activities: team building games</p>	<p>Location: School Cost: \$30 Curriculum Links: KCs/ DRIVE Values Example Activities: local visits e.g. honey centre, pool, parks/ activities at school e.g. making huts, magic carpet rides, team building games</p>	<p>Even Years Location: Apiti - Sixtus Lodge Cost: \$200 Curriculum Links: KCs/ DRIVE Values, Science - Living World Example Activities: bush study, tramps, stream walk, pest control learning, horse riding, visit to glow worms, team building challenges</p> <p>Odd Years Location: Pohangina Valley - Highland Home Cost: \$250 Curriculum Links: KCs/ DRIVE Values, Science - Planet Earth and Beyond Example Activities: river study, abseiling, shooting, team building challenges</p>	<p>Even Years Adventure Camp Location: Taupo - MiCamp Cost: \$300 Curriculum Links: KCs/ DRIVE Values, Example Activities: high ropes, tramping, ziplining, slacklining, BMXing, orienteering</p> <p>Snow Camp Location: Tukino Ski Field Cost: \$300-\$320 Curriculum Links: KCs/ DRIVE Values Example Activities: learning about safety in the snow, skiing, snowboarding, sledding, using nutcracker</p> <p>Odd Years Location: Wellington - Silverstream Retreat Cost: \$330 Curriculum Links: KCs/ DRIVE Values, Social Sciences - Careers Education Example Activities: visiting relevant worksites, workshops at Capital E, parliament careers education programme</p> <p>Survival Camp Location: TBC Cost: Approx \$50 Curriculum Links: KCs/ DRIVE Values Example Activities: planning a camping experience, equipment and meal planning, erecting a tent, cooking meals while camping</p>

