

ROSENEATH SCHOOL CURRICULUM AND STUDENT ACHIEVEMENT POLICY

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REVOCATION: this Roseneath School Curriculum and Student Achievement Policy revokes all former Curriculum policies at Roseneath School ("**School**").

GENERAL STATEMENT: Curriculum and Student Achievement Policy

The Roseneath School board of trustees ("**board**") fosters student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills, and attitudes and values) as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The board, through the principal and staff develops and implements teaching and learning programmes which:

1. provide all students with opportunities to develop the values and competencies they need for lifelong learning, so that they may go on to realise their potential
 - give priority to student achievement in literacy and numeracy, especially in years 1–8;
 - give priority to regular, quality physical activity that develops motor skills for all students, especially in years 1–6 and to science and technology
2. gathers information to evaluate the [progress and achievement](#) of students, giving priority to:
 - student achievement in literacy and numeracy, especially in years 1–8 and then to;
 - the 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 national curriculum (as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa).
3. identifies students, and groups of students, who:
 - are not achieving, or are at risk of not achieving;
 - have [special needs](#) (including gifted and talented).
4. and develops strategies to meet the needs of these groups and individuals.

5. develops programmes that honour the intent of te Tiriti of Waitangi, enable all Roseneath students to develop their knowledge and skills in learning te Reo Māori and their understanding of tikanga and te Ao Māori
6. develops plans and targets for [the achievement of Māori students](#), supporting them to experience success as Māori

See our Curriculum Plan for more information.

This policy meets the aims of [National Administration Guideline 1](#).

GENERAL STRUCTURE / CROSS-REFERENCES: the Roseneath School Curriculum and Student Achievement Policy comprises a number of Chapters dealing with different aspects of the curriculum and student achievement the School. Each Chapter is to be read in conjunction with the other Chapters. Cross-references to other policies will generally be appropriate.

APPROVED:



DATE:

21 April 2020

REVIEW DATE:

April 2022

STUDENT ACHIEVEMENT INFORMATION

The purpose of assessment is to improve student learning outcomes and the quality of our teaching programmes. Roseneath School is an 'Assessment for Learning' formative assessment school. Assessment informs our school's teaching and learning. It enables us to provide feedback on individuals' performance to students and parents, and to report on schoolwide achievement to the board, parents, community, and Ministry of Education.

We collect a range of information about individual student performance. The explicit evidence of learning includes norm referenced assessments, reference to the New Zealand Curriculum, teachers' professional judgments, student voice, and informal diagnostic reviews. Specifically, these include:

- SEA and 6 Year Net
- JAM year 1-3
- Numeracy (including Gloss and number knowledge in years 3-8)
- E-asTTle literacy Year 2-8
- PAT tests from year 3 to 8
- running records (Ready to Read and Levelled journals as well as PM benchmarks and Probe)
- work samples
- classroom pre and post tests
- peer review
- goal setting and observation.

Assessment results are moderated and analysed for student and school achievement goals and targets. We maintain our assessment records on our eTAP Student Management System. Classroom teachers maintain individual student achievement files.

FEEDBACK AND FEEDFORWARD TO STUDENTS: MONITORING AND MARKING

Feedback should be positive, clear, and appropriate. Its purpose is to:

- recognise, encourage, and reward students' efforts and achievement, and celebrate success
- develop students' awareness of the levels they need to reach to achieve particular levels of the National Curriculum
- focus students on achieving learning intentions and setting future goals by indicating 'next steps'
- identify students who need additional support, consolidation, or extension activities
- provide evidence of assessments made in terms of learning intentions and levels achieved.

Research has shown that immediate feedback is the most effective, and is therefore more likely to be oral than written. It should take place with the student whenever possible, and be:

- linked to learning intentions and agreed criteria of which students should be aware
- developmental, i.e. achievement is acknowledged and the next learning step highlighted
- legible and clear in meaning, if written
- meaningful to the student and, where possible, students should be given time to reflect upon and act on feedback and feedforward
- constructive, respectful and culturally and emotionally appropriate
- appropriate to the learning needs of the individual student.

When teaching and assessing, we use learning intentions and agreed criteria, which empowers the student to engage with their own learning and to have control over their future goals.

Methods of assessment include:

- oral feedback and/or feedforward in the form of a quick check on progress, or a conference
- written comments
- sharing work with the whole class or with a focus group
- paired assessment
- self-evaluation

STUDENTS WITH SPECIAL NEEDS

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to assist them reach their potential.

Success for All – Every School, Every Child (2010) states that all schools should be ready for all children, whatever their needs. Learning should be a positive experience for every young person, including those with special education needs.

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

All aspects of special needs delivery are coordinated at the school. Deciding on the best approach to support the student's learning needs includes parents/caregivers.

Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers who are responsible for students with special needs may receive relevant professional development.

Teachers identify students who are not achieving success and work with leadership (including our SENCO) to plan responsive and differentiated programmes. This includes within class programmes, intervention programmes, resources and assistive technology equipment and/or extra specialist support. Resourcing for Special Needs staffing and support is included in the annual budgeting process, and is usually partly funded from the SEG (Special Education Grant), or from targeted Ministry funding such as English Language Learning, Learning Support Funding or interim response. Some children with significant educational needs are regarded as having ongoing special needs, and applications will be made for individual funding such as Ongoing Resourcing Scheme (ORS) or In-Class Support funding.

IMPROVING EDUCATIONAL OUTCOMES FOR MĀORI STUDENTS

Our charter includes aims that reflect the unique position of Māori culture in New Zealand society. These aims promote the value of te reo (Māori language) and tikanga Māori (Māori culture). See also Recognition of Cultural Diversity.

The board and staff consult with the Māori community when preparing or amending our school charter, and when developing plans and targets for improving the achievement of Māori students (NAG1 no 5).

These aims are in accordance with the principles of the Treaty of Waitangi and are legal requirements in relation to Māori under the Education Act, 1989.

Roseneath School regularly monitors and reports on Māori student achievement. To ensure success for Māori students, Roseneath School:

- uses the Ministry of Education's 5-year plan, [Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017](#), in our thinking, planning, and action for Māori learners
- tracks the achievement of all Māori students using our student management system (SMS)
- identifies any areas where a Māori student's educational achievement is not in line with their peers
- ensures that support programmes for Māori students are provided, if necessary
- supports staff in implementing effective practices that promote success for Māori students
- evaluates the impact of these programmes and practices and uses this information in our self-review
- reports regularly on the progress of Māori students to parents, the board, and the Ministry of Education, as required by NAG 2a relating to National Standards.

Legislation

- Education Act 1989

Resources

- [Tataiako: Cultural competencies for teachers of Māori learners to enhance teachers relationships and engagement with Māori learners and their whanau and iwi.](#)
- [NZSTA Hautu: Māori cultural responsiveness self review tool for boards of trustees to assess how culturally responsive the school is for Māori, and identify priorities for development.](#)

RECOGNITION OF CULTURAL DIVERSITY

Roseneath School celebrates New Zealand's growing cultural diversity and ensures that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning.

We celebrate and value a variety of cultures by recognising cultural difference, for example:

- integrating cultural perspectives through curriculum areas across all levels;
- accessing cultural advisors, cultural dance/food festivals
- conducting classroom programmes incorporating different greetings.

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language, in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga Māori (Māori culture) and te reo Māori for students.

We currently foster Māori culture through:

- teaching te reo Māori (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation and translation of place names);
- singing waiata, waiata a-ringa and haka (Māori songs) in assembly, and classroom music time;
- using resources in the curriculum (especially reading, maths, science, social studies, art, music, and PE) which recognise New Zealand's dual cultural heritage;
- integrating Māori through all curriculum areas where appropriate;
- visits to marae and cultural centres, and fostering relationships with local iwi;
- kapa haka, pōwhiri (welcome) for newcomers and visitors.

If a whānau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- further explanation of existing programmes;
- extension of the existing programmes if and as appropriate;
- combining with a neighbouring school for parts of the day/programme;
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the student's classroom;
- exploring other schools which may offer programmes closer to their expectations;
- using community expertise (people and places) to help with any of the above.

We also respect the place of the Pasifika people and culture in New Zealand and foster it through integrating Pasifika into curriculum areas, where appropriate.

We have considered the Pasifika Education Plan (PEP) 2013-2017 and its relative significance for our school. We support its vision to see "Five out of five Pasifika learners participating, engaging, and achieving in education, secure in their identities, languages and cultures and contributing to Aotearoa New Zealand's social, cultural and economic well-being".

HEALTH EDUCATION

The Education Standards Act 2001 requires schools to consult "at least once in every two years" on the delivery of the health curriculum, and to adopt a statement on the consultation process.

All schools then need to implement the health curriculum. Individual parents, however, may request that their children be excluded from tuition of parts of the health programme related to sexuality education.

Legislation

- Education Standards Act 2001

Resources

- TKI: [Consultation with Parents, Caregivers, and the Community](#)
- Ministry of Education: [Circular Number 2001/22](#)
- [Sexuality Education: A Guide for Principals and Boards of Trustees](#)

Consultation on the Health Curriculum

The purpose of the health consultation process is to:

- inform the school community about the content of the health curriculum;
- ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community;
- determine, in broad terms, the health education needs of the students.

The board may adopt any method of consultation that it considers appropriate but it may not adopt a statement on the delivery of the health curriculum until it has:

- prepared the statement in draft;
- given members of the school community an adequate opportunity to comment on the draft statement;
- considered any comments received.

FOOD AND NUTRITION

At Roseneath School, we promote a healthy lifestyle to our community – students, staff, and families – as part of our commitment to a safe school environment.

Educating students about nutrition and encouraging healthy eating habits contributes to their personal success and well-being, and to a healthier community for everyone.

Cross-reference documents:

This Food and Nutrition chapter read in conjunction with:

- the School Health and Safety Policy

Promoting healthy food choices

Healthy food choices are important to establish in childhood to support the child's immediate physical and mental growth and development, and to set behaviours for the future. We encourage and educate our students to be responsible for their own health.

We deliver clear and consistent messages about nutrition by:

- ensuring that any food provided by/through school follows national food and nutrition guidelines
- incorporating nutrition education across the curriculum, including the health programme
- encouraging staff members to model healthy food choices
- communicating our nutrition messages to the wider school community in various ways, including the newsletter
- acknowledging the cultural diversity of our community with our nutrition messages
- considering our nutrition messages when deciding on class rewards and celebrations, student prizes, fundraising activities, and school camp menus
- actively promoting physical activity as the partner of good nutrition.

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

Education outside the classroom is curriculum-based teaching and learning activities that go beyond the walls of the classroom. EOTC includes any curriculum-based activity that takes place outside the school ranging from a museum or marae visit, to a sports trip, field trip, or outdoor education camp.

Outdoor education provides students with opportunities to develop personal and social skills, to become active, safe, and skilled in the outdoors, to protect and care for the environment and to interact with different environments. It allows teachers to utilise activities and places beyond the scope of the classroom.

Rationale

Experiences outside the classroom reinforce learning by enabling students to make connections between what they have learnt in the classroom and the world beyond the classroom. EOTC experiences give students opportunities to demonstrate the essential knowledge, skills, values, attitudes and key competencies identified in the National Curriculum (New Zealand Curriculum and Te Maratanga O Aotearoa).

The EOTC programme is important to Roseneath School, and aims to provide:

- Opportunities beyond the classroom to support learning in all areas of the curriculum
- Opportunities for students to discover, enjoy, learn and develop in outdoor, leisure and recreational contexts
- Safe learning experiences across a variety of contexts and environments.

Roseneath School recognises the potential benefits to staff and students through experiencing acceptable risks. The school's EOTC programme will aim to strike the right balance, so that the real risks are managed and learning opportunities are experienced to the full.

Guidelines

Procedures will identify specific requirements to be followed. These will include:

- First-Aid certificate: At least one person should be identified as holding a current First-Aid certificate.
- Site Inspection: The site should be known and visited prior.
- Responsibility: One particular teacher will be identified as in charge / responsible.
- Risk analysis: Will be completed for significant activities.
- Police vetting: All caregivers will be Police vetted for all overnight camps.
- Transportation: Appropriate transportation needs to be considered for each EOTC experience.
- Approval: The Principal will approve and review all aspects of the activity to help staff identify potentially dangerous situations. The Board will approve all overnight camps.

Standard forms

Standard forms are developed identifying the following:

- Safety operating procedures and risk assessment
- Health and contact details

- Parental permission
- Competencies of adults
- Water competence
- Behavioural expectations and agreements
- Transport guidelines
- Budget and financial expectations

Legislation

- Crimes Act 1961
- Children, Young Persons, and Their Families Act 1989
- Health and Safety at Work Act 2015
- Vulnerable Children Act 2014
- Accident Compensation Act 2001

EOTC: SAFETY MANAGEMENT PLAN

Education Outside The Classroom (EOTC)

What is EOTC?

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Explanation of the EOTC Safety Management Plan

The EOTC Safety Management Plan fits within the Roseneath School Safety Management System and comprises:

- How Roseneath School plans to manage and improve EOTC safety.
- Describes the roles and responsibilities that support the development and delivery of safe EOTC activities.
- Procedures to assist in planning, running and reviewing EOTC activities, including: risk management, staffing, incident reporting and reviewing and emergency response.
- Used to gather, record and provide safety information.
- This is the key element for all health and safety, and both supports and is supported by, the processes above.

EOTC Annual Safety Improvement Plan

Schoolwide safety goal

- Everyone goes home happy, healthy & well.

Safety objectives for EOTC

- Develop and implement a new EOTC Safety Management Plan
- All staff trained in, and engaged with, EOTC Safety Management Plan (including EOTC processes)
- TC Safety Management Plan Professional Learning for all staff during the school year

Planning for safety

Annual Safety Calendar. The EOTC Coordinator will plan for the following safety actions each year:

- Staff induction – for all new school staff
- Staff training – new and returning staff as required
- Regular safety communication (safety updates, safety meetings)
- Emergency response practice
- Facility and equipment checks
- Safety reviews, including of the EOTC Safety Management Plan (as below)

Maintenance and Review of EOTC Safety Management Plan

Roseneath School recognises the need to continually improve health and safety systems, and performance. The following processes will support this focus on continual improvement:

- A review of each EOTC event by the Person in Charge of the event, with findings reported to the Principal, EOTC Coordinator and staff.
- Ongoing monitoring of EOTC delivery by the EOTC Coordinator / school staff to ensure compliance to, and/or identify opportunities to improve safety management.
- Annual review of the safety management system by the EOTC Coordinator including:
 - Updating an inventory of EOTC events throughout the year
 - Checking for ongoing compliance to new and changing legislation, standards, codes of practice, good practice guidelines and similar
 - Checking for changes in current good practice
 - Reviewing the effectiveness of risk management processes
 - Identifying professional learning opportunities for staff
 - Analysing incidents and any incident trends
 - Reviewing emergency procedures
 - Reviewing health and safety goals and targets, developing action plans to support improved safety performance (Annual Safety Improvement Plan) and keeping records of progress.
- External review of safety management systems on a regular basis 3 yearly and/or following a serious incident.

The EOTC Coordinator will ensure that:

- Reviews are conducted by people with current competence in the activity
- Opportunities for improvement are identified
- Outcomes are communicated to staff and other relevant parties
- Actions arising from reviews are implemented.

EOTC Roles and Responsibilities

The Board of Trustees / Principal

The Board of Trustees and principal are responsible for ensuring that EOTC activities are carried out safely and that they understand the EOTC Safety Management Plan. The Board of Trustees have a responsibility under the National Administration Guidelines (NAG 5) to provide a safe

physical and emotional environment for students, and comply in full with any legislation currently in force, or that may be developed, to ensure the safety of students, workers and others.

The Board of Trustees and the Principal will ensure that:

- All EOTC practice is in accordance with the school's overarching Safety Management System and the EOTC Safety Management Plan.
- Resources are provided to establish, implement, maintain and continually improve the EOTC Safety Management Plan.
- There are opportunities for adequate ongoing professional learning for all teachers involved in EOTC.
- Responsibility for coordinating EOTC in the school has been assigned to competent staff and is adequately resourced.
- Valid informed consent from parents/caregivers is obtained commensurate with the level of risk.
- Recommendations from the review of any incidents that either harmed or might have harmed any staff member, volunteer, or student are implemented.

The Board of Trustees chairperson and the Principal sign this document to acknowledge their support and resourcing of EOTC.

EOTC Coordinator

The EOTC coordinator is the person with full overview of EOTC in the school. It is the responsibility of this person to ensure that planning, process, and procedures are in place across all EOTC activities and that these are current, appropriately delegated and implemented.

The EOTC coordinator may be a teacher, senior staff member, or the principal and will have experience relevant to the school's EOTC programme.

The EOTC Coordinator ensures that:

- EOTC is integrated, as far as possible, into the school programme
- Staff have an appropriate understanding of EOTC Safety Management Plan, processes and requirements, and are promptly informed of any changes.
- All staff perform relevant safety tasks and complete safety processes (for example, activity planning, risk identification, incident reporting).
- All incidents are accurately recorded, reported and properly investigated.
- Emergency response systems are in place, and all staff are prepared to respond to potential emergency situations.
- The performance of the EOTC Safety Management Plan is reviewed, evaluated and reported to the Board of Trustees and principal.
- Strong safety leadership is provided in order to foster and support a strong safety culture within school EOTC.
- The school has a policy in place on health and safety in EOTC.
- Procedures are in place to support that policy.
- He or she is familiar with the Ministry of Education EOTC Guidelines.
- Only a competent person is approved as the person in charge or as an activity leader and that an activity leader's competence is assessed against good practice.
- Competence (skills, knowledge and experience) and suitability (to work with young people) of all activity leaders and assistants is checked to meet good practice.

- All external providers used for EOTC meet good practice criteria and where outside provision of an adventure activity (as defined by the Health and Safety at Work (Adventure Activities) Regulations 2016) occurs a registered adventure activity provider is used.
- Roles and responsibilities of all persons involved and the procedures to be followed are clarified, understood and accepted.
- Communication devices are available and a communications plan is in place for EOTC activities.
- Plans to respond to emergencies or traumatic incidents are in place, including a clear process for dealing with media, and that all staff are familiar with them.
- Where safety equipment and/or clothing is required it is provided, and systems are in place for its correct use, safe storage and maintenance.
- Where there is a deviation from the policy, there is clear documentation of the reasons for it, and how it is being managed and reported to the Board of Trustees.

Person in Charge (PIC) of an EOTC Activity

This could be a teacher or in the case of a school contracting an external provider to deliver EOTC there is likely to be two PICs (one representing the school and one representing the provider).

The PIC is expected to:

- Take full responsibility for safety management, and take any action required to ensure the level of risk is kept at an acceptable level.
- Ensure that all EOTC safety management policies and procedures are adhered to.
- Complete all required documentation within the documented timeframes.
- Ensure that all supervisory and instructing roles and responsibilities have been clarified and agreed to before the activity.
- Ensure that the activity, venue, and staff and volunteer competence are all checked before the activity.
- Take all practicable steps to identify, assess and manage risks, and communicate risk and hazard information to staff, volunteers and students.
- Identify emergency procedures and convey these to all staff, volunteers and students.
- Ensure that appropriate safety equipment and clothing (personal protective equipment) is used when needed.
- Ensure that all equipment is returned to storage clean and in good repair.
- Ensure that each student participating in an EOTC activity has access to a currently qualified first-aider.
- Ensure there are readily accessible lists of all the participating students, activity leaders, and assistants. The lists should include emergency contact details, medical profiles, and any other pertinent information.
- Ensure means of communication that will work at the event location are taken to the event.
- Obtain informed consent from parents, where required, by providing sufficient information about an EOTC event, in writing and/or in briefing sessions. Make arrangements for parents whose first language is not English.
- Oversee, manage and respond to any situations, for the whole group of students rather than be allocated direct responsibility for a group of students (where multiple groups and staff are involved).
- Ensure that students' needs and any risks associated with these (educational, cultural, health, medical, nutritional, and behavioural) are identified and managed.

- Ensure that activity leaders are provided with weatherproof copies of emergency procedures and contact details to take into the field.

In the case of multiple PICs there needs to be very clear lines of communication to ensure all of the responsibilities are covered.

Activity leaders

Activity leaders work under the leadership of a person in charge (PIC) and can be teachers, coaches, other staff, external providers (for example, instructors), adult volunteers, senior school students, or tertiary students.

Activity leaders are expected to:

- Only accept responsibility for leading activities that they have competence for. Saying “no” to leading an activity is an accepted and respected response.
- Brief assistants on their specific role and responsibilities, the activity outcomes, their allocated students and the relevant school or external provider safety management procedures and/or policies that apply.
- Instruct students in appropriate safety procedures and have practised them for themselves. Ensure staff have covered the appropriate ‘Roseneath Way’ lessons prior to the event
- Ensure that students experience “challenge by choice” (that is, they are encouraged, not forced or pressured, to participate in activities in a supportive group environment).
- Assess the needs and capabilities of the students against the demands and goals of the activity and make any necessary adjustments to the programme.
- Take all steps (as far as is reasonably practicable) to ensure their own safety and the safety of other staff, contractors, volunteers, and students during EOTC activities and ensure that no action or inaction on their part causes harm to any other person.
- Comply (so far as they are reasonably able) with any reasonable instruction, policy or procedure that is given by the school or external provider to allow the school or external provider to ensure health and safety of their workers and others.
- Manage risk during the event.
- Cancel an EOTC activity if an identified risk or hazard cannot be adequately controlled.
- Understand and know how to implement any applicable contingency plans and report all incidents.
- Use appropriate safety equipment and/or clothing when required, including:
 - Understanding and knowing how to implement safety procedures for specific activities and use of equipment.
 - Taking first aid kits, sun protection etc, emergency equipment, and a means of communication that will work in the location of the event.
 - Ensuring all equipment is returned to storage cleaned and in good repair, and that usage and repair logs are completed.
 - Ensuring that food and drink are taken regularly by participants, during an EOTC event, to maintain energy levels.

Assistants

Assistants can be teachers, support staff, adult volunteers, and tertiary or senior students. They differ from an activity leader in that they do not necessarily have the required competence for the activity leader role. Such people should be assigned to an activity leader as an assistant.

They should be given the students’ medical details and other relevant information on their group and the activity, and they should be briefed on the risk management and emergency procedures.

The level for supervision of an assistant should be in proportion to the level of risk in the activity. Supervision of an assistant may, therefore, be direct or indirect.

Assistants are expected to:

If a school staff member

- Follow the instructions of the activity leader and person in charge and help with control and discipline.
- Stop the activity and notify the activity leader if they think the risk to the health or safety of the participants in their charge is unacceptable.

If an adult volunteer

- Only accept the responsibility of being a supervisor if they are comfortable with the role and the skills they have.
- Follow the instructions of the activity leader and the person in charge and help with control and discipline, if this has been included in their role.
- Not allow themselves to be left in sole charge of participants, except where it has been previously agreed as part of the risk assessment and appropriate vetting has been completed.
- Speak to the person in charge or the activity leader if they are concerned about their own health or safety or that of participants at any time during the EOTC experience.

Students (and other people in the workplace)

Are expected to:

- Take reasonable care for their own health and safety.
- Take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons.
- Comply, so far as reasonably able, with instructions given to them by the person in charge, activity leader or activity assistants.
- Inform the activity leader if they feel unsafe and/or if they identify any unsafe equipment or actions.
- Actively participate according to the principle of '*challenge by choice*'.

Further information on these roles and responsibilities can be found in chapter 2 of the Ministry of Education EOTC Guidelines, 2016

EOTC: EVENT PROCEDURES

This document provides an overview of the processes used to plan, prepare for, implement, and review Roseneath School's EOTC activities (referred to as 'events' throughout).

The tools that we use to support these processes are identified throughout this document by underlining and *italics* (e.g. EOTC tool.doc) and can be found on the Staff Shared Drive under 'EOTC Docs'.

Overview of Process

PROPOSAL	Purpose, Logistics, Initial Risk Assessment, Staffing End point = Initial Approval
PLAN	Risk Management <ul style="list-style-type: none"> • Identify • Assess – Risk Rating Matrix • Manage • Monitor Staff Competence – including volunteers <ul style="list-style-type: none"> • Skills required • Recruit • Internal staff • External contractor, provider or volunteers • Induct / train • Support / monitor / appraise • Engaging external providers Communication with Parents <ul style="list-style-type: none"> • Information • Risk disclosure • Health information Logistics detail <ul style="list-style-type: none"> • Event Management Plan • Transport • Accommodation • Meals • Communication • Equipment • Contingency • Emergency Planning Final Approval
PREPARE	Week before
IMPLEMENT	Intentions Communication, including with other PCBUs (A PCBU means a Person Conducting a Business or Undertaking) = Toolbox talks, daily decisions Incident reporting Emergency Response
POST EVENT	Reporting Review and Evaluation Equipment logging Clean up

Proposal and Approval

The initial stage of the process is to gain approval for the event.

Use the *Event Proposal, Approval and Intentions form* to provide an overview of the proposed event, including the proposed purpose, logistics, initial risk assessment, and staffing.

When completing the Event Proposal, consider:

- The purpose
 - What are you aiming to achieve?
 - What are the desired learning outcomes?
 - Where is the best place to achieve these outcomes?
 - What are the student learning needs?
 - What other benefits will the students gain (e.g. connect with local community, develop independence).
 - Links to curriculum should be identified.
- Initial risk assessment
 - What are the 'high level' risks that could be encountered? E.g. transport to and from the event, risks associated with the activity and/or the environment.
- Category
 - Use the Event Category table to identify which category the event fits within, and what preparation and approvals are required.

Event Category Table

Low Risk	High Risk	Overnight
Routine and expected activities and environments <ul style="list-style-type: none"> • School grounds • Supervised local visits. E.g. Trip to supermarket, Field trip to beach (sand dune study, no swimming).	Where risk exposure is greater than what would typically be the case at school. <ul style="list-style-type: none"> • Adventurous activities • Hazardous environments. E.g. Day beach trip, Visit to Matiu Somes Island.	Where risk exposure is greater than what would typically be the case at school and involves at least one night away from home/school. <ul style="list-style-type: none"> • Adventurous activities • Hazardous environments. E.g. Abel Tasman tramp Yr 7-8 Forest Lakes Camp Yr 7-8 Camp Kaitoke Yr 5-6
<input type="checkbox"/> Activity Proposal <input type="checkbox"/> EOTC Coordinator	<input type="checkbox"/> Activity Proposal <input type="checkbox"/> EOTC Coordinator/Principal Approval	<input type="checkbox"/> Activity Proposal <input type="checkbox"/> EOTC Coordinator Approval <input type="checkbox"/> Principal/BOT Approval
<input type="checkbox"/> Staffing allocated <input type="checkbox"/> Blanket consent	<input type="checkbox"/> Staffing allocated, supervision structure <input type="checkbox"/> External provider contracts <input type="checkbox"/> Parental Notification and consent <input type="checkbox"/> Specific Risk disclosure	<input type="checkbox"/> Staffing allocated, supervision structure <input type="checkbox"/> External provider contracts <input type="checkbox"/> Parental Notification and consent <input type="checkbox"/> Specific Risk disclosure
May include but not limited to: <input type="checkbox"/> Student medical lists <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Risk assessment <input type="checkbox"/> Emergency communication plan	May include but not limited to: <input type="checkbox"/> Student medical list <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Risk assessment <input type="checkbox"/> Transport plan <input type="checkbox"/> Site plan and information <input type="checkbox"/> Emergency communication plan	May include but not limited to: <input type="checkbox"/> Student medical list <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Risk assessment <input type="checkbox"/> Transport plan <input type="checkbox"/> Site plan and information <input type="checkbox"/> Emergency communication plan

Once initial approval is provided, event planning can continue. Planning for camps require long term preparation. Initial approval to should be undertaken in Term 1.

Final approval is required before the event can go ahead.

Tools: *Event Proposal, Approval and Intentions form*

Plan

Having gained initial approval, we can now plan some detail:

Risk Management Planning

Identify – What could go wrong? Why this would happen?

Use the *Risk Assessment and Supervision form* to identify risk.

Do this by considering the risk associated with:

- a. The activities involved in your event
- b. The venues / physical environs that you'll be using – including access, physical features
- c. Any environment related effects – weather, tide, traffic
- d. The people involved – number, competence, behaviour, health, fitness, drugs & alcohol
- e. The equipment that you'll be using.

Assess – which hazards need to be managed?

Consider the potential consequence (degree of harm), and likelihood of occurrence, to identify what to focus on. The Risk Rating Matrix can help you identify the more significant hazards.

Manage – develop controls for each hazard

The risk of harm from hazards must be eliminated so far as is reasonably practicable, but if the risk can't be eliminated, then minimise the risk so far as is reasonably practicable (this is called the Hierarchy of Control – see following page).

Ensure that controls are communicated and implemented.

Monitor – are the control measures working?

Regularly review the effectiveness of risk management controls.

Make sure that every time you run the event / activity, you identify and manage any increase in risk and/or new hazards.

Tools: *Risk Assessment and Supervision form*

Risk Rating

Once identified, hazards should be assessed for potential severity of the consequences (the degree of harm), and likelihood of occurrence, to identify which ones to focus on.

Assessing Likelihood

Likelihood Levels	Description
Almost Certain	Expected to occur at least once during the task or activity
Likely	Could occur during the task or activity
Possible	It's conceivable it could occur, but only expected infrequently
Unlikely	It's conceivable that this could happen, although only in unusual circumstances
Rare	It's only conceivable that this could happen in exceptional circumstances

Assessing Severity

Severity Levels	Description
Insignificant	No injury or very minor injury or illness that does not require First Aid. Temporary stress or embarrassment. Minor or no damage to facilities or equipment. Little or no environmental, financial, reputational or operational impact.
Minor	Injury or illness requiring only First Aid (No permanent disability). Stressed beyond comfort level. Wants to leave activity. Isolated and quickly repaired damage to facilities or equipment. Some environmental, financial, reputational, or operational impact.
Moderate	Injury or illness that requires medical treatment or hospitalisation (with no permanent disability). Very distressed. Requires on-site counselling or support. Does not want to participate in activities. Damage to facilities or equipment resulting in temporary inability to use it. Localised environmental, financial, reputational, or operational impact.
Major	Serious injury or illness to one or more people, resulting hospitalisation and possible permanent disability. Therapy or counselling by a professional may be required. Sustained or extensive damage to facilities or equipment. Extensive environmental, financial, reputational or operational impact.
Critical	One or more fatalities. Post-traumatic stress disorder. Long term counselling / therapy is likely to be required. Loss of facilities or equipment. Significant and widespread environmental, financial, reputational or operational impact.

Risk Assessment Matrix

Likelihood of injury/harm	Severity of injury/harm				
	Insignificant No / Minor injuries	Minor First Aid	Moderate Medical treatment	Major Extensive injuries	Critical Fatalities
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	High

Risk Levels

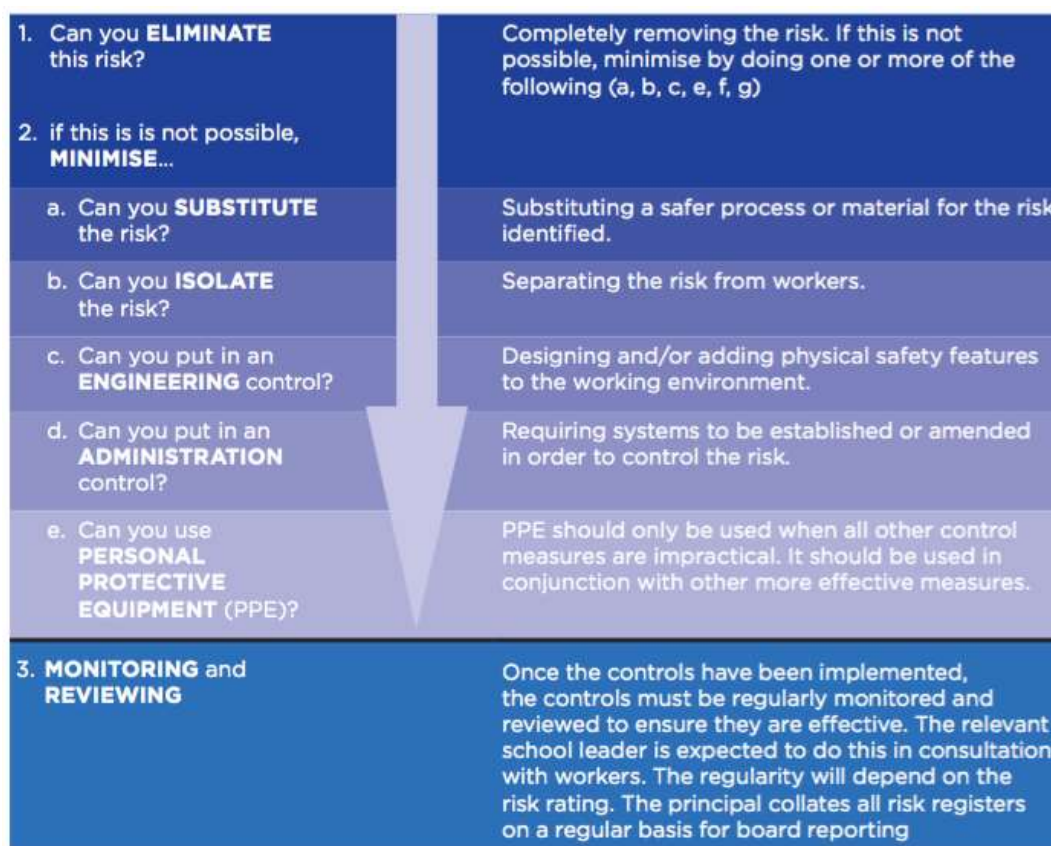
Risk Levels	Description
Extreme	= Stop, look for alternatives! Unacceptable level of risk, don't do it. A considerable potential for fatalities, serious injuries or illness, post-traumatic stress, loss of facilities or equipment. Significant widespread environmental damage. Significant financial, reputational, or operational impact.
High	= Control to eliminate risk where possible We need to do something about this risk to eliminate or minimise it. There is moderate potential for injuries, illness or stress requiring hospitalisation, therapy or counselling, the damage of facilities, equipment, or localised environmental damage. Moderate financial, reputational or operational impact.
Medium	= Control to minimise risk as far as reasonably practicable We need to do something about this risk to eliminate or minimise it. There is some potential for injuries, illness or stress requiring medical treatment, support, the damage of facilities, equipment, or localised environmental damage. Some financial, reputational or operational impact.
Low	= Continue Can retain the risk but need to be vigilant that the risk level does not rise. Minimal potential for injuries or illness (above those requiring simple First Aid), stress or embarrassment, or any consequential damage to facilities or equipment, or the environment. Little to no financial, reputational, or operational impact.

Note: Assessing risk is not an absolute science:

- Multiple sources of information will help you derive a best estimate
- It is best considered by a team approach to achieve consensus.

The Hierarchy of Control

A combination of controls should be used if a single control is not sufficient for the purpose.



Definitions

Harm: Harm is illness, injury, or both, and includes physical and mental harm caused by work-related stress.

Hazard: A hazard is anything that does or could cause harm.

Risk: The likelihood that death, injury or illness might occur when exposed to a hazard (in other words, a risk means a chance of harm).

Staff Competence

Staff in this context, includes anyone who is involved in teaching or supervising students during an EOTC event. This could include school staff, external providers, parent helpers and other volunteers.

Skills Required

All staff involved in an EOTC event must have the necessary information and competence (skills, knowledge, experience), or be adequately supervised, so that they can safely perform their role.

Each event and role should be assessed to determine what competence is required (using the Event Competency, Staffing and Supervision Structure part of the *Risk Assessment and Supervision form*), making sure that staff:

- Have sufficient current competency to independently manage, and/or teach to the required level, a group of students in each activity and environment.
- Are well versed in risk assessment and management, are able to identify and assess risk throughout the event and act accordingly at all times.

Participants and staff should also have ready access to someone with appropriate and current first aid skills.

Competency requirements should be benchmarked against industry qualifications and the competencies utilised by other schools and operators.

Competency can be established through:

- Sighting recognised qualifications
- Attestation of competency and sufficient experience (by a suitably qualified person)
- Observation and skills assessment (by a suitably qualified person).

Use the *Volunteer Assistant Agreement form* and *Staff Competency Record form* to gather information on all staff involved in EOTC. This could be collated into a matrix/spreadsheet for ongoing use.

Induction and Training

Teaching staff will be introduced to the school's EOTC processes during their induction.

All staff (including all volunteers) involved in EOTC events will receive event briefing and training as required.

Schoolwide and EOTC specific emergency response processes will be practiced regularly.

Records of training (including who, what and when) will be kept.

Support, Monitor and Appraise

New or inexperienced staff should operate under the supervision of an experienced staff member until they have sufficient experience and have been assessed as independently competent.

The EOTC coordinator will ensure that staff are appropriately supported, and the Person in Charge will monitor EOTC staff and endeavour to provide them with feedback and/or appraisal opportunities.

Roles and Responsibilities

Use the completed *Risk Assessment and Supervision form* to identify and describe the specific supervision structure that is required for the event.

Safety roles and responsibilities must be communicated to ensure that it is clear who is responsible at any given time for each aspect of ensuring the safety of every person (staff and students) associated with the event.

Tools: *Risk Assessment and Supervision form*
Volunteer Assistant Agreement form
Staff Competency Record form

Engagement of External Providers (as Person Conducting a Business or Undertaking (PCBU))

When engaging external providers:

- Check if they are registered with WorkSafe NZ (if required by the HSWA (Adventure Activities) Regulations, 2016 – refer: Register of adventure activity operators).
- Check if they have a satisfactory safety record – ask for records of health and safety performance.
- Ask for details of their safety management systems (unless they are registered by WorkSafe NZ to provide the activity, as above), including staff competency and experience, risk management processes, and emergency preparedness.
- Require them to sign a contract (External Provider Agreement form) that clarifies who is responsible for implementing and supervising all health and safety requirements while EOTC students and school staff are on the event and how these responsibilities are shared between the safety management systems of both organisations.
- Provide them with appropriate information regarding the event/activity, risk they may be exposed to, relevant emergency procedures, student profiles and health information (including staff and students).

Once the external provider is engaged, it is important that you continue to:

- Consult – about shared risk and how this risk will be controlled.
- Cooperate – the PCBU that is closer to the work is likely to have more direct control and influence over the risk, and should be supported accordingly.
- Coordinate – to ensure that either PCBU's safety efforts aren't duplicated, or gaps aren't left. E.g. who is providing and checking the safety equipment? Who is responsible for the students 'after hours' or during 'free time'?
- Monitor the external provider's efforts to ensure they are doing what has been agreed.
- Reserve the right to halt any event or activity conducted by an external provider for safety or other reasons.

Tools: *External Provider Agreement form*

Communication with Parents

Parents and caregivers must be appropriately informed and engaged, whenever students are involved in EOTC events.

'Low Risk' events may be covered by a Blanket Consent provided at the start of each year/term, however parents/caregivers will still require notification and information about EOTC events as the events occur during the year, and should be asked to update health information.

'High Risk' and 'Overnight' events require specific parental notification and consent. You should provide a Parent Information Letter, along with the Parental Consent form.

Consider including these items in the cover letter:

- learning outcomes
- activities students will be undertaking, and any significant risk associated with these activities
- event dates with departure and return times and location/s
- clothing and equipment required (include items not to be taken)
- request to complete the Parental Consent form and date to return this by
- request to complete (or update) dietary/health information
- cost details
- transport arrangements
- venue/accommodation details
- staffing
- school rules, event rules (code of conduct) and discipline procedures (e.g. smoking, alcohol, illegal drugs, unsafe behaviour policies)
- money to be taken, arrangements for safekeeping and spending money
- insurance details and whether parents need to arrange additional cover
- contact information – including in an emergency
- an invitation to ask questions.

Also consider how best to provide accurate information about what the students will be doing to aid understanding.

Tools: *Blanket Consent form*
Parent Information Letter
Parental Consent
Health Profile

Logistics Detail

To assist with planning, coordinating and communicating the detail of your event, consider:

- using the Event Plan, Prepare and Implement Checklist, and/or
- developing Standard Operating Procedures (SOPs) for events that have multiple leaders and/or occur multiple times, or
- developing an Event Management Plan, which would include risk management, staff competency and supervision structure information (Risk Assessment and Supervision form) and document every relevant consideration below:

Note: whichever documents you use the event and participant information is contained on the Event Proposal, Approval and Intentions form.

Transport

Develop a *Transport Plan*, including consideration of:

- Route, map, travel times and alternatives
- How you will ensure that drivers don't drive while fatigued?
- Appropriate child restraints are available
- How you will record who is in which car?
- Whether you need *Driver and Passenger Permission?* – where students are driven in private cars:
 - Adults providing transport must prove they have a current full licence, WOF, registration and the number of full seatbelts provided
 - Caregivers need to agree to their children being transported in private cars

Accommodation

- Do you have a plan of the venue / accommodation provider(s)?
- What do they provide, what will you need to take (cooking equipment, bedding etc)?
- How will you allocate sleeping spaces? - considering behavioural and medical issues.
- How will you record who will be accommodated where?
- If you are sharing accommodation (with other groups / the public), what strategies will need to be in place?
- How is the accommodation being paid for?
- Other considerations (coin showers etc)

Meals

- Dietary requirements – students and staff
- Budget
- Menu and shopping lists
- Food safety and hygiene
- Method of payment

Communication

- What communication capability will you have?
- Have you checked that it will work?
- Will there be any 'blind' spots for cell phone use? If so:
 - do you need to organise alternate communication (satellite phone, locator beacon)? Make sure that you know how to use it.
 - make sure that the school and parents understand when you will be out of contact.

Establish clear protocols for how you will, and if/ how parents and students can, communicate.

Your intentions (use the *Event Proposal, Approval and Intentions form*) should provide information detailing when you will call in, when you expect to return, what should be done if you don't.

Equipment

- Ensure that there will be sufficient clothing and equipment for the event, covering personal, group and activity/specialist and emergency equipment.

- Identify what Personal Protective Equipment (PPE) will be needed for staff and students.
- All safety critical equipment (PPE) must be checked as fit for purpose (including correct fit and comfort) - whether it is provided by the school, the student or an external provider. Consider doing this before you depart for the event.
- Ensure that gear is checked after use and any damage notified.

Contingency Plan

- Ensure that you have a robust contingency plan – that allows you to respond to natural disasters, weather effects, staff and student ill health, transport issues, and any other changes that may occur before or during the event.
- Ensure there is a system in place to notify the school if there is a variation to the event plan that has been approved.

Emergency Planning

Ensure that you identify procedures to be followed in an emergency. These should:

- Include plans for potential emergency situations (e.g. a missing student, motor vehicle incident, natural disasters)
- Be explained to event staff during briefing
- Clarify staff roles and responsibilities in an emergency response – including who is to call for emergency help (111)
- Identify an 'On Call' contact person who is not at the event
- Identify what emergency response resources, including first aid supplies, need to be available to staff and students
- Be aligned with the school's emergency response procedures
- Include managing student cell phone use in the event of an emergency.

Final Approval

At this stage you should submit your *Event Proposal, Approval and Intentions form*

and Event Management Plan (or *Standard Operating Procedures* and other relevant information) for Final Approval.

Tools: *Event Plan, Prepare and Implement Checklist*
Standard Operating Procedures or Risk Assessment and Supervision Form
Transport Plan
Driver and Passengers Permission
Equipment List
Emergency Response Guide

Prepare

Beforehand (At least a week prior all information should have been gathered):

This should be about gathering resources, information and checking that everything is on track.

May include where necessary:

- Food and equipment prepared
- All parental consents collected (if required) or all the students have blanket consent
- Police vetting forms completed
- Student and staff health details summarised
- Leader(s) briefed

- First aid kit(s) checked
- Principal/EOTC Coordinator briefed
- Student clothing and equipment briefed and checked
- Relief requirements completed
- Weather forecast and AA road watch checked
- Pre-Activity Briefing and positive behaviour guidelines outlined with students
- Invoices/petty cash arranged
- Vehicles checked: WOF/COF, registration, Road User Charges, fuel, oil, water, chains, trailers, provision of full seatbelts
- Drivers' licences checked
- Event management plan or SOP distributed to appropriate staff

Implement

Departure Day

- Weather forecast and road conditions (e.g. AA Road Watch or NZTA)
- Make decision to continue or postpone or cancel
- Communicate changes

Check:

- Students have arrived on time (check there are no changes to medical conditions)
- Students have the required footwear/clothing/equipment (action if not)
- Student medication collected
- Communication device and systems in place
- Equipment required and checked
- First aid kit(s)
- Final briefing for students and staff - remind all of the Roseneath Way, confirm meeting points
- Intentions, including student and staff names:
 - a. left at office and/ or with contact person
 - b. with each leader.

Throughout

- Continue to monitor weather forecast and road conditions
- Make decision to continue or postpone or cancel
- Communicate – continue to discuss safety matters (concerns, emergency plans and other considerations), and consider at least a regular daily meeting with:
 - Staff team
 - External providers (other PCBUs)
- Ensure incidents are reported – as per school requirements or by using the following incident reporting process.

Incident Reporting Process

Report: All incidents are to be reported, and classified according to potential severity of the outcome.

The following incidents are to be documented on an Incident Report form as soon as practical (and within 7 days):

- Incidents causing harm of severity rating 3+*,
- Near Misses with potential severity of 6+*,
- Any others** as required,

The Principal must be notified of incidents causing harm of severity rating 4+ and near misses with potential severity of 6+* as soon as practical.

The Principal will inform the Board Chair of any incident causing harm of severity rating 6+* and the Incident Report form is to be provided to the Board.

Notes:

In the case of a 'Notifiable Event' the scene should not be interfered with and WorkSafe NZ must be notified as soon as possible, and by the fastest means possible

*Using the Incident Severity Scale

**Safety complaints raised by staff or other parties will be documented and followed up via the incident review process

Severity Ratings

Incident severity is rated according to:



SEVERITY RANKING	IMPACT ON PARTICIPATION	INJURY	ILLNESS	SOCIAL/ PSYCHOLOGICAL DAMAGE	SEVERITY RANKING	EQUIPMENT DAMAGE	ENVIRONMENTAL DAMAGE
1	MINOR/SHORT TERM IMPACT that doesn't have a large effect on individual/s	Splinters, insect bites, stings	Minor irritant	Temporary stress or embarrassment	1	Minor cost	Littering
2		Sunburn, scrapes, bruises, minor cuts	Minor cold, infection, mild allergy	Temporary stress or embarrassment with peers	2	>\$50	Minor damage to environment that will quickly recover
<i>Severity scale 3 & above to be recorded</i>							
3	participation in activity /programme.	Blisters, minor sprain, minor dislocation Cold/heat stress	Minor asthma, cold, upset stomach, etc	Stressed. Beyond comfort level. Shown up in front of group.	3	>\$100	Scorched campsite, plant damage
4	MEDIUM IMPACT on individual/s that may prevent participation in the activity/ programme for a day or two.	Lacerations, frost nip, minor burns, mild concussion mild hypo/ hyperthermia	Mild flu, migraine	Stressed, wants to leave activity, a lot of work to bring back in.	4	>\$500	Burnt shrubs, cut live branches, washed group dishes in stream, etc
5		Sprains & hyperextensions, minor fracture	Flu, food/hygiene related diarrhoea/ vomiting	Distressed, freezes on activity, requires "emotional rescue", does not want to participate again.	5	>\$2,000	Walked through sensitive ecological area destroying some plant life, toileting close to water course
<i>Any workplace incidents at grade 6 and above need to be reported to WorksafeNZ.</i>							
6	MAJOR IMPACT on individual/s that means	Hospital stay < 12 hours fractures, dislocations, frostbite, major burn, concussion, surgery, breathing difficulties	Medical treatment required, hospital stay < 12 hours e.g., serious asthma	Very distressed, leaves activity and requires on site counselling, unwilling to participate in activity ever again.	6	>\$8,000	Destroyed/ killed some example of flora/fauna

Report Near Misses		they cannot continue with large parts of the activity/ trip/ programme.	moderate hypo/ hyperthermia	attack, serious infection, anaphylactic reaction				
	7		Hospital stay > 12 hours e.g. arterial bleeding, severe hypo/ hyperthermia, loss of consciousness	Hospital stay > 12 hours e.g. infection or illness causing loss of consciousness, serious medical emergency	Therapy/ counselling required by professional	7	>\$20,000	Killed, destroyed or polluted small area of environment
	8	LIFE CHANGING effect on individual/s or death.	Major injury requiring hospitalisation e.g., Spinal damage, head injury	Major illness requiring hospitalisation e.g., heart attack	Long term counselling/ therapy required after incident	8	>\$50,000	Killed example of protected species
	9		Single death	Single death	Post-traumatic stress disorder, changed profession because of incident.	9	>\$250,000	Fire or pollution etc resulting in area of wilderness being destroyed
	10		Multiple fatality	Multiple fatality	Suicide because of incident	10	>\$1,000,000	Major fire or pollution causing serious loss of environment or life

Review

All documented incidents are reviewed by the EOTC Coordinator and the staff involved in / or managing the incident in order to identify the underlying causes responsible for the event.

Action

- When a review identifies risk or a hazard that is not adequately controlled, immediate action (before activity next undertaken) is taken.
- The Risk Management process is used to identify appropriate controls.
- Any follow up actions required are recorded on the Incident Report form, and signed off once completed.

Review outcomes are shared with all staff to ensure everyone has an understanding of the incident, can identify the causal sequence, and describe ways to prevent reoccurrence in the future.

Communicate

The EOTC coordinator will ensure that:

- Relevant details of each incident are communicated to other staff as soon as is practical after the event.

Any changes to procedures are incorporated into the SOPs or Risk Assessment form and communicated to staff.

Tools: *Incident Report*

Annual Review

All Incident Reports should be reviewed at the end of each year to establish any common contributing factors. Where trends are identified, remedial actions should be taken. The outcome of any review should be communicated to all EOTC staff and the Board.

Post Event

Complete your event by following up with:

Tidy Up

- Acknowledgement, thank you and/or feedback to staff, external providers and suppliers
- Complete/authorise any event related payments
- Clean and return equipment.

Review and Evaluation

- Complete an *Event Review* – wherever possible including the perspective of other stakeholders (students, volunteers, external providers)
- An evaluation of the actual effect of the event could be valuable - how well did you meet your learning objectives? Were there any other tangible benefits?
- Ensure where relevant, any review findings inform the review of the EOTC Safety Management Plan.

Reporting

- Finalise actual versus budgeted financial report
- Check that all incident reports have been actioned, and sent to the EOTC Coordinator
- Send a report and/or results of the *Event Review* to the EOTC Coordinator, Principal, Board

Lastly

File your event records – make it easy (for you or someone else) to pick up and run the event even better next time!

Tools: *Equipment Log*
Event Review