



Education Outside the Classroom (EOTC) is defined as all those events/activities that occur outside the classroom, both on- and off-site, including all curriculum, sporting, and cultural activities. It also includes overseas trips.

EOTC activities are defined by their type and level of risk. Planning and consent requirements vary depending on the activity type. See [Management Guide for EOTC Activity Types](#).

The school's EOTC activities support and enhance the New Zealand Curriculum.

Students learn through experiences appropriate to their needs and environment. Students need a variety of experiences for maximum development, personal growth, social development and should be given opportunities to explore and learn from the world outside the classroom.

EOTC activities must be approved by the principal, and/or the board of trustees, who hold the ultimate legal responsibility for approved excursions. All overnight stay events must be approved by the Board. Approvals are in line with the Management Guide for EOTC Activity Types and must be completed prior to planning for the event/activity. All school health and safety policies apply to EOTC activities. When there is more than one PCBU involved (such as an outdoor education provider or other school board), the EOTC organisers consult, cooperate, and coordinate to ensure that health and safety responsibilities, including risk management, are met. Examples include interschool sports tournaments, school camps, and visits to outdoor education centres.

EOTC programmes, events, activities, and experiences are designed to:

- enhance learning, through a variety of well-designed, first-hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and with other cultures within the school community
- increase students' knowledge, understanding, and appreciation of their local school area
- promote ecological awareness and personal responsibility towards the environment
- develop students' skills in observation, recording, and organisation
- help students develop self-confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- provide students with opportunities to work together in a group.

To make EOTC effective and safe, the school will:

- involve students, parents, caregivers, and the community at all relevant stages of EOTC management (from initial planning and approval through to post-event review and evaluation)
- facilitate traditional events preserving the special culture of the school
- take all practicable steps to include students with additional support needs
- be aware of cultural considerations of participants
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate
- liaise with local early childhood centers and with contributing and receiving schools, where appropriate, so that EOTC programmes are coordinated

- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training, and assessment schemes.

Taking children out of the school environment can provide them with life-changing experiences which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

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## Legislation

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

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## Resources

- TKI: [EOTC Guidelines](#)
- Sport New Zealand: [Outdoor Activities – Guidelines for Leaders](#)

This table is based around the Ministry of Education [EOTC Guidelines 2016: Bringing the Curriculum Alive](#). It has been refined to the needs of Karapiro School

	<b>Activity Type</b>	<b>Description</b> (Examples indicative only)	<b>Approval</b>	<b>Parental Consent</b>	<b>Risk Management and Planning</b>
<b>A</b>	<b>On site – Within the school grounds</b>	<b>(i) Lower risk environments</b> e.g. sports day, horticulture, adventure-based learning activities, painting murals, measuring for mathematics.	<b>None required</b>	<b>None required</b>	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Usual lesson planning</li> </ul>
		<b>(ii) Higher risk environments</b> e.g. school pool or climbing wall.	<b>Management</b>	<b>Blanket consent</b>	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Usual lesson planning or generic SAP, RAMS, or similar form.</li> </ul>
<b>B</b>	<b>Off site – Short visits in the local community within school hours</b>	<b>(i) Lower risk environments</b> e.g. museum, art gallery, botanic gardens, sports and recreation events.	<b>Management</b>	<b>None or blanket consent</b> (school decision)	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Generic SAP or RAMS or similar form (used by all staff).</li> <li>• Y0-3 1:6 ratio</li> <li>• Y4-6 1:10 ratio</li> </ul>
		<b>(ii) Higher risk environments</b> e.g. aquatic environments (river, beach).	<b>Principal and Board</b>	<b>Separate or blanket consent</b> (school decision)	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Generic SAP or RAMS or similar form.</li> <li>• Y0-3 1:2 ratio</li> <li>• Y4-6 1:4 ratio</li> </ul>
<b>C</b>	<b>Off site – day trips, which extend out of school hours</b>	<b>(i) Lower risk environments – lower technical skills required</b> e.g. farm visit; day hike in local park or bush; city visit; train, bus or ferry trip; swimming.	<b>Principal</b>	<b>None or blanket consent</b> (school decision)	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Generic SAP or RAMS or similar form.</li> <li>• Y0-3 1:3 ratio</li> <li>• Y4-6 1:6 ratio</li> </ul>
		<b>(ii) Higher risk environments – higher technical skills required</b> e.g. skiing, waka ama, rock climbing, abseiling, swimming in natural environments (beach, river), sailing, kyaking, high ropes.	<b>Principal and Board</b>	<b>Separate consent and risk disclosure</b>	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Specific SAP, RAMS, or similar form.</li> <li>• Other forms as appropriate.</li> <li>• Y0-3 1:2 ratio</li> <li>• Y4-6 1:4 ratio</li> <li>• Suitably Qualified Leader</li> </ul>

<b>D</b>	<b>Off site – residential multi-day trips further afield</b>	<b>(i) Lower risk environments – lower technical skills required</b> e.g. trip to another region; sports tournaments; field trips to urban environments, historic sites, and "front country" (having well-formed tracks).	<b>Principal and Board</b>	<b>Separate consent</b>	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Specific SAP, RAMS, or similar form.</li> <li>• Other forms as appropriate.</li> <li>• Y0-3 1:3 ratio</li> <li>• Y4-6 1:6 ratio</li> </ul>
		<b>(ii) Higher risk environments – more knowledge and/or technical skills required</b> e.g. field trips into natural water, bush, or alpine environments, or other hazardous environments (such as involving heavy machinery or chemicals); outdoor education camps.	<b>Principal and Board</b>	<b>Separate consent and risk disclosure</b>	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Specific SAP, RAMS, or similar form.</li> <li>• Other forms as appropriate.</li> <li>• Y0-3 1:3 ratio</li> <li>• Y4-6 1:6 ratio</li> <li>• Suitably Qualified Leader</li> </ul>