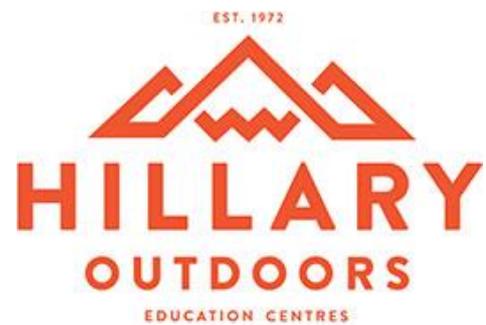




Hillcrest High School  
Te Kura Tuarua o Tihipuke

# Parent Manual



# Welcome to the Great Barrier Experience

## Course Overview

This unique five week experience has been created through the collaborative work of Hillary Outdoors and Hillcrest High School. A programme of learning has been devised that aims to create personal growth through participation in the outdoor pursuits offered in the pristine environment of the Great Barrier Island while also engaging in a robust educational programme that is interactive, investigative and integrates the core subjects of English, Maths, Social Studies and Science.



The Great Barrier Experience is a five week programme. Boys and girls courses alternate as to who utilises the first 5 week or the second 5 week period in term 2 each year. The students are under the guidance of two teachers from HHS and three instructors from the Hillary Outdoors Education Centre. The students will be guided through a range of outdoor pursuits ranging from sea kayaking, sailing, tramping, rock climbing, abseiling, navigation, camp craft, surf kayaking, coastering and high ropes course.

They will engage in a series of learning opportunities while on the Island that revolve around the issues of economic, social and environmental sustainability. We have set up a range of interactive experiences that will see the students work in the conservation area with organisations such as DOC, Glenfern Sanctuary and EnviroKiwi. They will principally be involved in pest eradication and habitat restoration projects. The students will assess the infrastructure systems on an Island that has no power, water or sewage systems and will examine how these systems impact or sustain the local inhabitants of the Island. We have set up interactive opportunities with the local primary school and marae, individual locals and local businesses. These experiences will help the students to understand the many issues that serve to advantage and disadvantage Great Barrier as a place to live, work and grow. Students will be required to present to parents, teachers and friends their findings and conclusions during a presentation evening usually set three school weeks after their return.

During their time on the Island the students will be required to work cooperatively as a team as they organise, order and prepare food. All food will need to be freighted from the mainland with students involved in all aspects of the process. Independence and life skills will be encouraged as students take responsibility for personal hygiene, living quarters, washing, gardening, fishing and communication with Hillcrest High School staff, the Orama community, each other, OPC staff and home.

## The Great Barrier Experience Goals

To encourage and foster Self-Management in the individual course members, which sees students take personal responsibility for time management, personal organisation, and self-care, within the larger context of a group environment and responsibilities.

To encourage and foster Leadership in the individual course members which is progressively accomplished and understood, incorporating appropriate styles of leadership and inclusiveness.

To develop an understanding and appreciation of the environments we interact with. To recognise threats to these environments and to develop personal practises that preserve and protect our New Zealand environments.

To encourage students to participate in a range of outdoor pursuits and to develop personal skills for those pursuits. To encourage students to participate in safety management decisions which can be independently utilised during the latter stages of the Great Barrier experience and will contribute to the development of personal safety consciousness in the outdoors.

To encourage students to be participating, contributing and positive members of their community.

## The Role of the Staff

### Pastoral care

It is the role of the staff to ensure that the student needs are met and that they conduct themselves in a manner that is both respectful of self and others, and that contributes to a positive outcome for themselves and others. They are in a position of Loco Parentis and as such they are the substitute parent for the duration of the 5 weeks. Within this role, we will meet the emotional, physical, psychological and spiritual needs of the students. **Staff will be cognitive of the information supplied by both the parents and the students to use and apply this information sensitively and appropriately.** This information is always being added to and as such information should be continually reviewed and added to. There are many practical steps that we will take to ensure that the student needs are met.

Physical: Personal hygiene requirements such as regular showering/room inspections with standards of care set and regular washing of clothes. Personal vigilance-partnership to ensure that individual medical needs are met. Should a serious or potentially medical issue arise please consult the *Hillcrest High School: Medical Incident Communication document. Potentially Serious/Serious Injury/illness*

**Emotional and Psychological:** A positive environment/forum must be tangibly set up that invites open and non-judgemental access of students to the staff. An open door policy would be good, with students that have been identified in our confidential documents as at risk, discretely approached and monitored. World Challenge identify emotional and psychological issues as more disruptive to their programmes than physical issues. Our 4 years in this programme would support this view. Should a serious student incident occur, please refer to *The Decision Making Process: Serious Student Behaviour*.

**Spiritual Needs:** We will do our very best to ensure that spiritual needs are met. Orama is a Christian community. If your child has any religious requirements, please make requirements known to the GBE co-ordinator.

### **The vulnerable Children's Act 2014**

In the context of our programme, it must be translated into the fact that no student must ever be unaccompanied at any time with any members of the GBI community or Orama community. An awareness of the location of students must be known at all times by staff and/or staff.

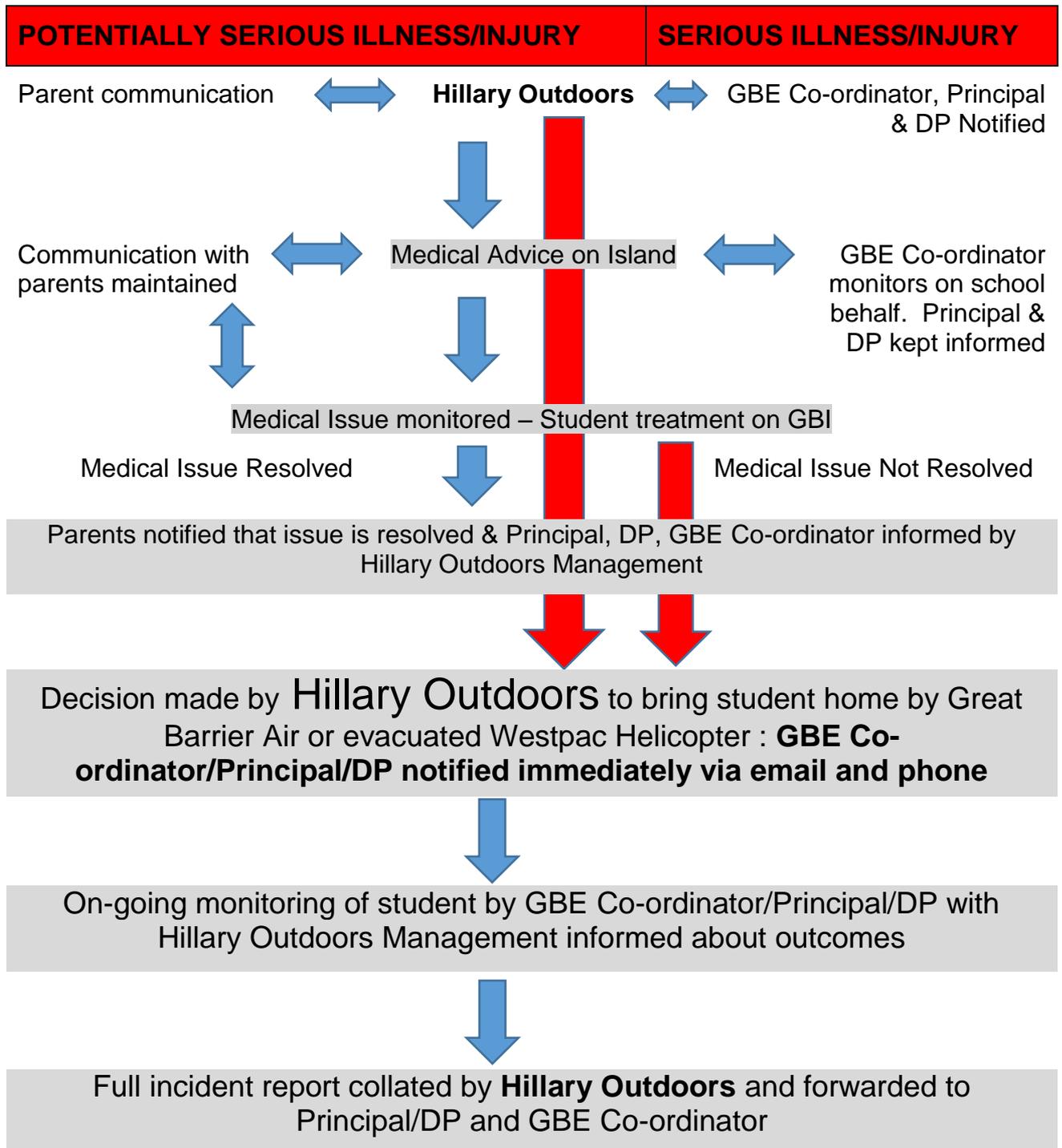
### **Effective communication networking**

The Hillary Outdoors staff are a major part of the team that teachers will work with to ensure that student needs are clearly identified, communicated and met. Teachers will have a daily presence at their morning briefing to ensure that there is a clear pathway of communication between the two parties with any observations/information travelling in both directions. This is an important opportunity to find out about student interactions/successes and concerns.

Great Barrier can be a difficult place to communicate with. For this reason, staff on the GBE are asked to contact the GBE co-ordinator every second evening at 9.30pm to report on events. If there are any issues that arise on the island, parents will be contacted either directly from the island or by the GBE co-ordinator.

If a parent has a need to contact the island contact Hans on 0273543560.

# Hillcrest High: Medical Incident Communication



**Principal**  
**(Kelvin Whiting)**  
[kwhiting@hh.school.nz](mailto:kwhiting@hh.school.nz)

**Deputy Principal**  
**(Ronan Bass)**  
[rbass@hh.school.nz](mailto:rbass@hh.school.nz)

**GBE Co-ordinator**  
**(Hans Uivel)**  
[huivel@hh.school.nz](mailto:huivel@hh.school.nz)  
**0273543560**

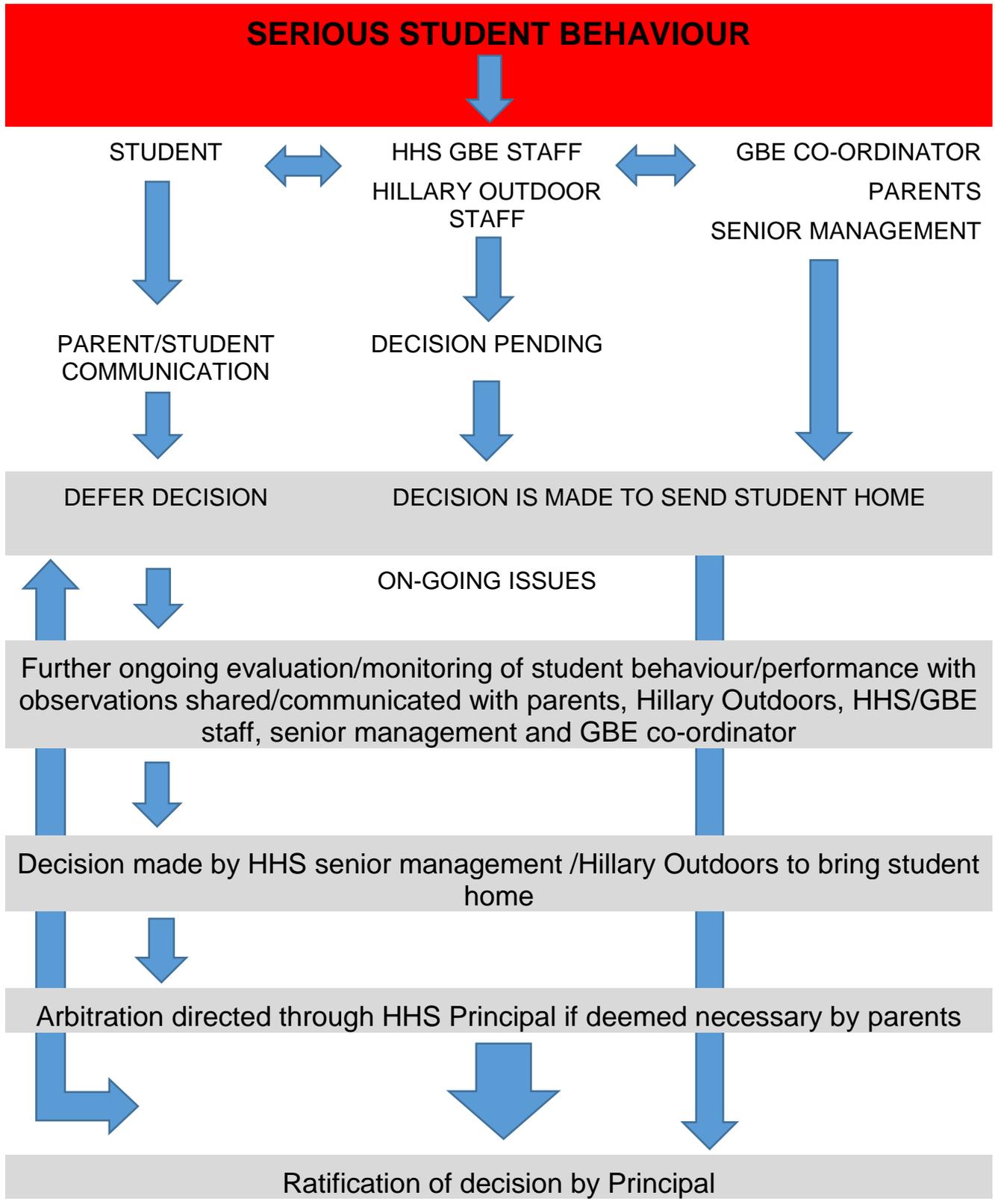


## **Policy: Great Barrier Experience Serious Behaviour**

Clarification: Serious behaviour is deemed to be any behaviour that either Hillcrest High School or Hillary Outdoors deems to be of significant consequence to the student concerned, other students or staff, with the probability that the student could be sent home.

- 1) In the event that a student's behaviour/s is deemed to be serious, a process will be activated to establish whether it is in the interest of the student or others around him/her to send him/her home.
- 2) This process will follow prescribed guidelines involving communication with:
  - a) HHS staff onsite/Hillary Outdoors staff
  - b) Great Barrier Co-ordinator
  - c) Parents
  - d) HHS Senior management
  - e) HHS Guidance network where appropriate
- 3) The parent/s at an early stage:
  - a) Should receive clear information about the behaviour of concern and the decisions being made on their behalf concerning that student.
  - b) Should be given the opportunity to add to the "conversation".
  - c) Should be given the opportunity to communicate with the student.
- 4) The parents must be informed on a regular basis of the decisions being made leading up to such time, as it is deemed that the student will stay on the program or will be sent home.
- 5) The decision to send a student home is wholly the responsibility of Hillcrest High School/Hillary Outdoors with the final decision to be ratified by the principal of Hillcrest High School.
- 6) Arbitration in the matter (If parent/s are not satisfied) should be sought through the office of the Principal of Hillcrest High School.
- 7) The GBE Co-ordinator has the task of ensuring that all parties are adequately informed, represented and involved in the decision making process.

# The Decision Making Process



# The HILLARY OUTDOORS Code of Conduct

When you come to Hillary Outdoors and Orama we welcome you as a part of our **community**.

We expect everyone in our community to **make a positive contribution** and to do their best to **live within our values**.

We also ask you to:

- **Follow all safety instructions**
- **Not act in any way which puts yourself or others in danger**
- **Declare any medical, or other conditions that could affect your participation**

**Smoking, drugs, alcohol and sexual relationships are all prohibited.**

**School rules apply whilst you are here.**

**Three non-negotiables that we expect from you for the duration of this course.**

## 1. **Care and respect for yourself**

You will do your utmost to look after your own safety and well-being. This includes eating properly, dressing appropriately, sleeping at night and asking questions when unsure.

## 2. **Care and respect for others**

You will look after others you come into contact with, and offer support where needed.

You will abide by the bed times and the out-of-bounds areas set by staff on the programme. You will act in a considerate way to other members of the community, including your peers, Hillary Outdoors staff, Hillcrest staff and the Orama community.

You will participate actively in all aspects of the programme, including duties such as cooking and cleaning

## 3. **Care and respect for the environment**

You will take care to do as little damage as possible to the environment - leaving all living and non-living things in a state to be enjoyed by others in the future.

## **Community Life**

You will be sharing the site in close proximity with members of the staff and community of both Hillary Outdoors and Orama. This includes families with young children. Loud or inappropriate music/noise (especially bad language) would have a significant effect on other members of the community. Inappropriate behaviour after the designated 'lights out' time in the evenings will be considered as a serious breach of the Code of Conduct.

## **Discipline and Consequences**

There will be **consequences** to breaking the Code of Conduct, or to behaving in a way which is not aligned with the Hillary Outdoors or Hillcrest values or safety standards. Some of these consequences could include:

- apology to other parties
- removal of privileges e.g. cellphone use, access to shop,
- additional duties around the centre
- exclusion from certain activities
- returned home at your own cost

## **SICK STUDENTS**

It is possible that students will fall sick or suffer an injury during their time here. There are Hillary Outdoors staff that have Pre-Hospital Emergency Care training. Great Barrier Island has a Medical Centre staffed by doctors in Claris, 45 minutes drive away. In Port Fitzroy, 15 minutes drive away, there is a medical centre staffed by a district nurse. The threshold for a helicopter evacuation is significantly lower on Great Barrier than it is on the mainland.

For a sick student, the Hillary Outdoors and Hillcrest staff will consider the following:

- **Do they need immediate professional medical attention, beyond what can be provided at the centre?**

In the first instance we will contact the Port Fitzroy Medical Centre. Subject to their advice, or in the case of no response, we will call the Claris Medical Centre or on-call doctor. If those options fail, we will call 111.

- **Will they get better on site?**

If we believe this to be the case, they may not be taking part in the programme temporarily. In this case they will stay at the centre with a responsible adult delegated to supervise them. In some situations they will be better off in an isolated room, for example to prevent the spread of a contagious illness such as the flu. A room in the main accommodation building will be set aside, that has easy inside access to toilets and a comfortable lounge, and where periodic checking-up is easy.

- **What happens if they need to return home?**

Transport costs back to the mainland (for example a flight) are to be covered by the family of the student. In the case of an emergency, costs are covered by ACC. Hillary Outdoors will cover any costs of vehicle transport on the island. Programme costs for their time away are not reimbursable.

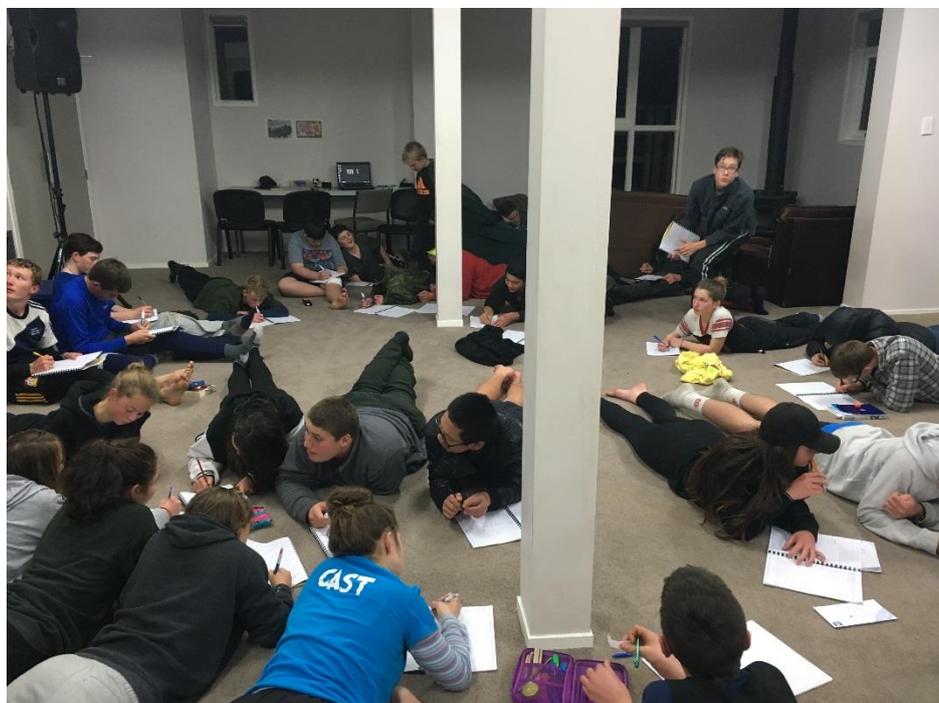
- **If they return home to recuperate, will they return to the programme?**

This decision will be made in conjunction with caregivers and the student. Every effort will be made to enable a student to re-join the programme at the cost of the family of the student



**Hillcrest High School**  
**Aotea/Great Barrier Island**

# **Education Programme**



## **Course Overview**

### **Understanding Sustainability and Growing Kiwi DNA**

During 5 weeks on Aotea/Great Barrier Island, The students will undertake an investigation into aspects of environmental, economic, and social sustainability for people on the island. They will utilise an inquiry learning to drive their learning while on the island and will be guided by the following mode:

In the weeks before arriving on Aotea/Great Barrier Island, students will learn about a range of skills and concepts that will provide background and tools to help you with the investigation. These aim to provide them with an understanding of some of the historical, geographical and geological background, the ecology and ecosystems of the island, the concept of sustainability and related ideas, skills in research and research ethics, skills in recording and reflecting on information, skills in statistical analysis and the appropriate presentation of findings.

Visits and meetings will be arranged with various groups and individuals on the island in order to establish relationships and for students to experience first-hand the issues and opportunities of island life. During these visits and meetings, there will be opportunities to ask questions and record information. They should take notes, photographs and/or video footage as they go which can be entered into their workbook. Be very careful to record not only what is said, but also who said it, when and where. Quotes and other evidence you use in your presentation will need to be acknowledged accurately.

Some of these conversations will happen incidentally while they are working, eating or socialising alongside instructors, community members and hosts. Every conversation should not be turned into an interrogation, but an opportunity to gain important and relevant information that is offered as part of these other contexts. The Learning Journal that they will expected to keep throughout the duration of their stay may be of help in recording and processing some of this information.

Some computer facilities and other resources will be available but there will be little or no internet access. By the end of their 5 weeks, the group presentation should be virtually finished, with only minor polishing to be completed back at school.



# The Great Barrier Experience Educational Programme Overview

The Great Barrier Experience is driven by two over-riding concepts.

1. The study of sustainability issues on Great Barrier Island
2. Growing Kiwi DNA

During the 5 weeks of the Great Barrier Experience, we intend the students to be immersed in an integrated educational programme that is driven by **inquiry** and **experiential learning**. Great Barrier Island offers up a myriad of opportunities unique to the location. Some examples are listed below. We have categorized the major opportunities as being:

Outdoor Activities	Community visits	Project work	Other
Sailing: Compass points, bearings, weather maps, wind, air pressure, currents, maps & scale	Com : Merchant seaman (born-left-returned)	3 sessions working with Glenfern Sanctuary	Hot Springs : Thermal activity and its origins
Hiking: stars, mapping, planning, geology, distance vs. time	Lil and John: Auckland→GB Boat access only and no power source/self sufficient	3 sessions working with Orama	Community survey: Statistical analysis and reporting on the differences between GBI and home (Hamilton)

Coasteering: inter-tidal ecology, species ID, erosion, rocky shore ecology, geology, sea-level rise, tidal processes	Okiwi Passion : Katie and Gerald - organic farming	3 sessions working with DOC	Neighbours night at Orama: meeting the locals and sharing a meal
Steep Creeking: freshwater ecology, species ID, physics/forces in abseiling, applied mathematics	Marae Visits - Motairehe or Kawa Marae	3 sessions working with Enviro-Kiwi	Independent fishing: boat skills/day skippers/engine knowledge/fishing skills
High Ropes	Te Kura o Okiwi (Okiwi School)	Orama Garden: working in garden - establishing fruit trees /composting /planting cycles	Independent living: washing/cooking etc
Sea Kayaking: combo of sailing & surf	Historic Whaling Station and Saw Mill	Hillcrest Track: extending and maintaining track / planting - plant ID, plant succession,	Orama Community: Its history, purpose and the personalities past and present
Surf kayaking: Estuarine and beach environments, wave processes, sediment transport, rips, beach erosion, biota, personal well-being	Grave Island and the LeRoy family history translated onto today's geographical locations	Glenfern Sanctuary: Reviewing ecological contributions made by previous HHS groups. Perhaps adding to the work.	
Team Initiatives: problem solving, team work, communication, leadership, reflective practise and feedback models.	Mabey Farm: Scott and family-5th generation farmers on GB		
Via ferrata: Three Kings - physics, risk management and team work	Enviro-Kiwi: The family behind the company and the work undertaken to sustain the environment.		

Snorkeling: Fish ID, size & catch limits, fish handling, weather & sea state	Bee Keepers: Running a business isolated from the market		
Abseiling: physics, rope systems and built in redundancy systems, risk management.	Caroline and Steve : Running a business (electrical engineer) and building an eco-home.		
	SS Waiarapa: The history, locations and burial sites.		

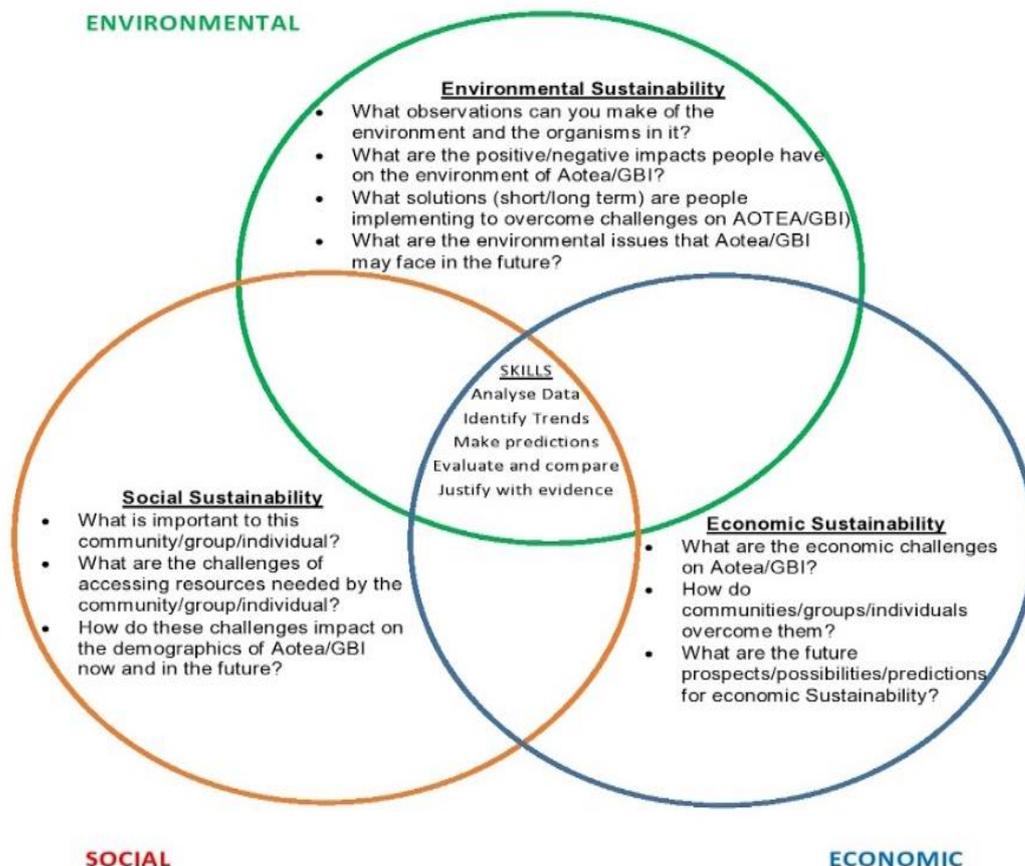
Our challenge is to guide the students while allowing them to pursue inquiry learning. To facilitate big ideas growing from small beginnings, to encourage pursuit of interests and to foster deeper levels of thinking as they travel the 5 week journey.

We want the students to leave the island with a deeper understanding of the people, the communities, the challenges and solution, the rewards and the costs and the sustainability issues that arise from the complexity of living off the grid.

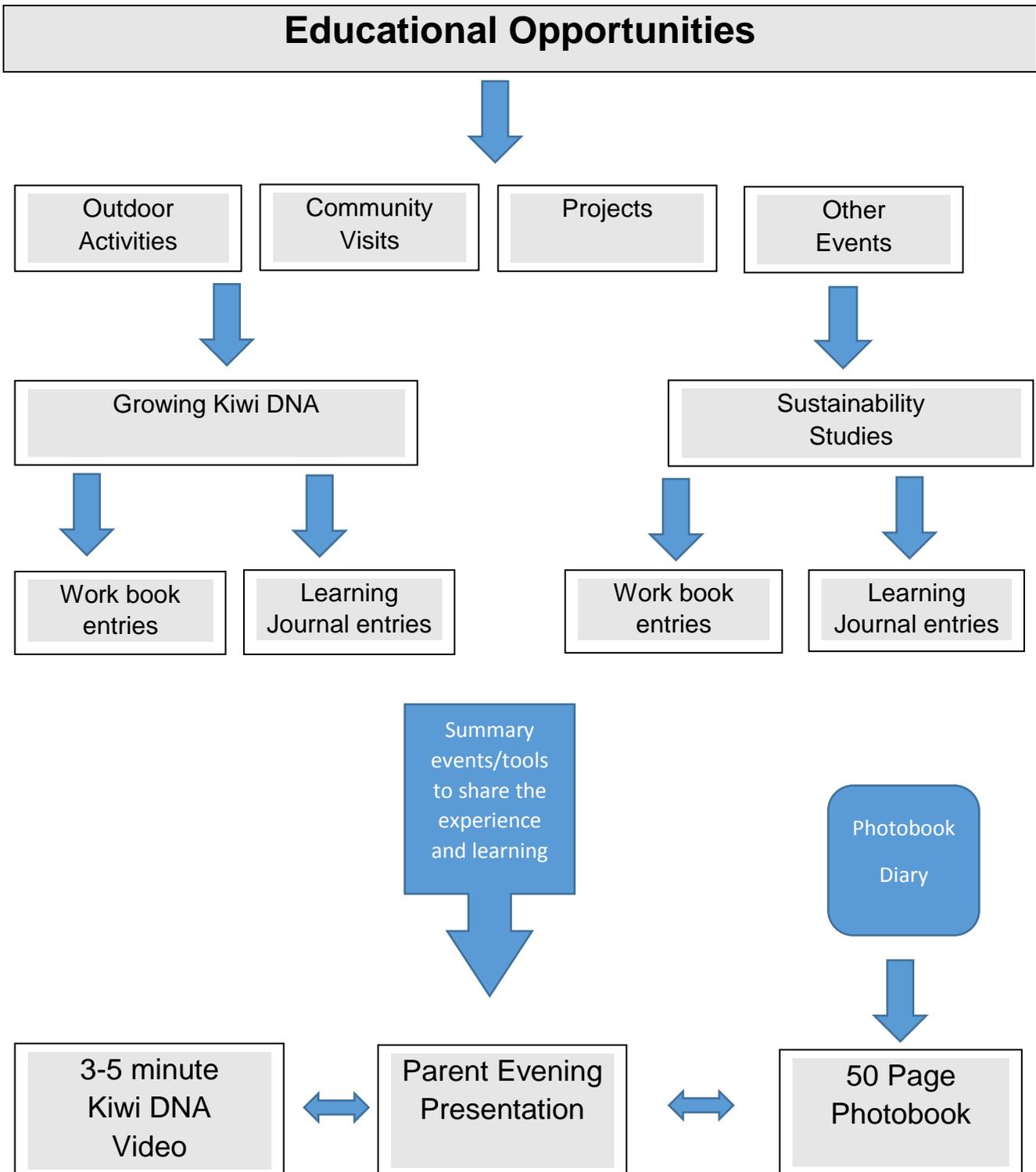
Guiding the students are the **3 Spheres of Sustainability model**. This model of inquiry is built into every learning experience undertaken.

The following are general focusing questions that could guide the students inquiry into issues of Sustainability on Aotea/GBI and how people/groups/individuals are seeking to overcome them.

### The 3Spheres of Sustainability



# The Learning Process



# Recording Your Learning:

## **Journal Reflection: 20 min each day from one of the starter categories**

The journal reflection is an important part of the Great Barrier experience. Time will be set aside most days for you to reflect on your learning, personal growth and experiences. There will be a range of starters to guide students' writing. The starters are divided into Creative Writing, Kiwi DNA and Sustainability.

**Each week students should use at least two starters from Kiwi DNA and two starters from Sustainability and one from Creative Writing.**

Teachers can guide students to use particular starters when appropriate. As well as being a personal record of students' time on the island, the journal will also be used to **help students prepare their presentations and class work on return to school.**

## Creative Writing Journal Prompts

- 1) How did you feel during your first day on Great Barrier Island? Describe in detail your thoughts and feelings.
- 2) Describe a local you met this week. How did they look - face/hair/body language/clothing? How did they speak? What do they do on Great Barrier Island?
- 3) Think about a new experience you have had this week. Describe your thoughts and feelings during this experience.
- 4) Use some of the five senses (sight, sound, smell, taste, touch) to show an unusual or interesting element of the natural world (tree, bird, fish, beach ...) you have seen this week.
- 5) Write a haiku to capture a moment on the island. (Haiku poem = 1st line 5 syllables, 2nd line 7 syllables, 3rd line 5 syllables).
- 6) Retell an element of suspense or tension that happened this week.
- 7) Use some of the five senses to describe an interesting place you visited this week. How did this place make you feel?
- 8) Retell an experience you had fishing.
- 9) Write a free verse poem (there are no rules!) describing Karaka Bay.
- 10) Describe your favourite place you have been to on Great Barrier Island. Recall some of the thoughts and feelings you had at this place.

## **Kiwi DNA Journal Prompts**

- 1) Evaluate your participation in an outdoor activity. What were you proud of? What would you do differently?
- 2) What is something you learnt about yourself today?
- 3) Reflect on a challenge you overcame today.
- 4) Explain a new skill that you learnt today.
- 5) Reflect on an experience in which teamwork was used.
- 6) Give an example of when you used leadership. Reflect on your experience.
- 7) Reflect on a goal you have reached this week. What steps did you take to achieve it?
- 8) Reflect on your progress towards the Te Wero o Aotea / Great Barrier Challenge.
- 9) Reflect on how you have developed during your time so far on Great Barrier Island.
- 10) What are some of the main things you have learnt about yourself during your time during Great Barrier Island?

## **Sustainability Journal Prompts**

- 1) What you learn about environmental sustainability today?
- 2) What did you learn about economic sustainability today?
- 3) Describe an example of social sustainability you have experienced.
- 4) Reflect on some of the challenges for the people of Aotea/Great Barrier Island.
- 5) Reflect on three things you learnt from a community visit today.
- 6) Describe some interesting facts you learnt today relating to sustainability.
- 7) Explain some sustainable practices you have learnt about during your project work.
- 8) Give at least one idea of sustainability you have learnt about on Great Barrier Island that you can apply to your home or school life.
- 9) Reflect on the difficulty of satisfying all three areas of sustainability.
- 10) Explain some sustainable practices you have undertaken during your daily routine on Great Barrier Island.

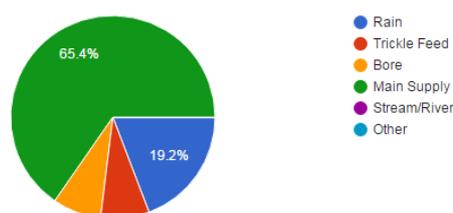
# Conducting and Analysing a Survey

In this exercise students gain an insight into the similarities and differences between lifestyles and issues on the island versus the mainland. This is achieved through a student driven survey that is conducted on-line (parents/whanau on mainland) and in person (with locals from all over the island). Students will consider the three areas of 'Sustainability', Social, Environmental and Economic. They will generate 10 suitable questions which will be used in the survey. One of the teachers will put the survey online and post a link to the Facebook page for friends and family to complete. The students should have data from 30 island residents and 30 mainland residents to compare.

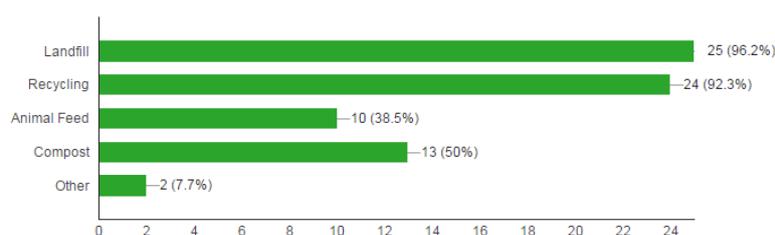
## Prior to this unit the students will cover in classes:

- Question design:
  - Open and closed questioning
  - Qualitative and quantitative data
  - Discrete and continuous data
  - Bipolar, tally,
- Data analysis:
  - Range
  - Mean
  - Median
  - spread
- Data presentation:
  - Graphing (bar, line, pie, scatter, spider)
  - Pictographs
  - Continuum

What is your main household water source? (26 responses)



What forms of rubbish disposal do you use? (26 responses)



# Growing Kiwi DNA

## Independent Fishing

To support the development of Kiwi DNA, we have created the opportunity for the students to use the HO dinghy with HHS motors and fishing gear independent of adults. The students have undertaken Coastguard Day Skippers course and are taken through a training schedule inclusive of engine care and boat handling. Fishing is undertaken in teams of three per boat and students must stay within designated areas, determined by the sea conditions.

The staff and instructors WILL monitor this activity and equipment as it represents a significant expenditure on our part. Fishing rods, reels, hooks, swivels, beads, line and swivels will be supplied. The fishing gear plus safety equipment is stored in the Hillary shed along with engines etc.

We have 5 engines on the island...4x 5HP engines which are used by the students with a three students only required to be in a boat (no more and no less)

**HO has created a system of checks to facilitate safety and all students must complete a practical test before they may use a boat. All students driving a boat must have completed a Day Skippers qualification. This info will be provided to both HHS and HO staff.**

**Decision making in terms of the appropriateness of students to use a boat or to go out in terms of weather conditions rests exclusively with HO staff and is not a decision to be made by HHS staff. They will define an area in which the students can operate at any time.**



## Te Wero o Aotea / The Great Barrier Challenge

### Students can choose to complete this challenge while on GBI

1. Do something that scares you
2. Successfully prepare and light a fire (supervised)
3. Rig a rod, catch a fish and fillet it (filleting someone else's fish is ok)
4. Swim to the bouy and back
5. Take a boat out without an adult
6. Leap off a 5m ledge
7. Spend quality time with a member of the community
8. Recite the 7 principles of 'Leave no trace'
9. Eat something unusually new (kina, seaweed, worm, rabbit etc...)
10. Make a self-sacrifice while on the island that benefits the environment
11. Lead a waiata/haka (during a practice counts)
12. Read a book
13. Create a poem/rap/song about something experienced at GBI and share it with the class.

### Personal reading

Students are encouraged to read at least one book during their Great Barrier experience. Students will be asked to bring a favourite book that could be left at Orama to create a HHS Orama library. Time in the first week will be set aside for students to select a book and begin reading.

### The Kiwi DNA Video Challenge:

From Day One, each group will start to create their doco/journal/creative movie of their time on the island. The finished product should be a 3-5 minute insight into the challenges and personal milestones achieved over the 5 weeks. The movies will be utilised as part of each group's presentation to parents evening at the end of the course. It might also be shown on the last night of the course (or at least up to the last expedition) with HO staff judging a Supreme Award for top video.



## Climbing the Mountain - a reflective process

WEEK 5 Putting it all together – The expedition

WEEK 4

WEEK 3 Student selected goals

WEEK 2

WEEK 1 Developing self-management



## Reflecting on my Kiwi DNA Development

It is very important that the students have the opportunity to reflect on self and the opportunities on offer so as to maximise personal growth. The following table summarises the tools and processes we have developed in partnership with the HO staff.

Teachers/students	Instructors
<p>Most evenings, the students will meet in the lounge to:</p> <p>20 min. Complete their learning Journal Share with staff and the other students, what they have undertaken for the day.</p> <p>20 min. Groups will be asked to talk about the day and to reflect on the success of the team against the course goals and the weekly programme focus eg mastery of skills. (Can utilise their DNA strand diagram)</p> <p>10 min. Discuss the following days plan and what could be done to facilitate positive outcomes from the day.</p>	<p>At the end of the each week, the instructor/students will reflect on the weeks focus/goals (mountain level) and create new goals/focus for the following week.</p> <p>What does it mean? If achieved, what would this look like? How do we know we are successful at achieving the goal? Are there some intermediary goals we could establish</p>

## THE PHOTOBOOK DIARY

We are encouraging all students to create a 50 page photobook of your Great Barrier Island experience. This will be done online when students get home.

To speed up the photobook creation students should utilise their diary entries and try to pre-determined the photos they want to use to illustrate their experiences.

This is a fantastic way to remember this experience and to share it with others!!!

An example of what the entry template looks like....

Date.....

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Photo 1	Photo 2	Photo 3

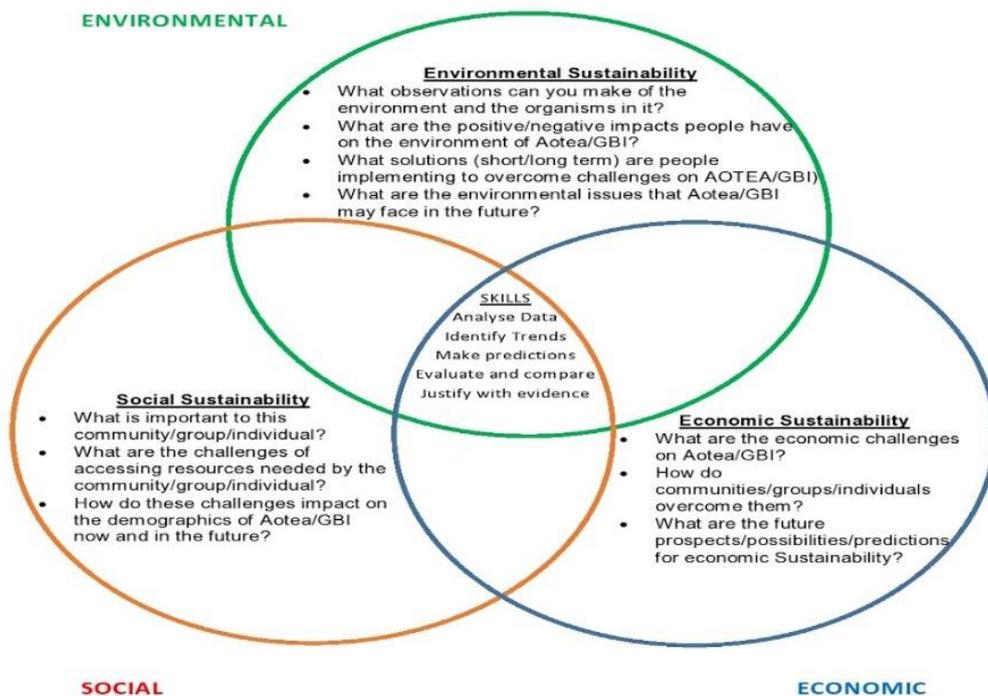


# Community Visit

## Resources

Students will add their personal notes for the opportunities that are presented or discovered

The 3Spheres of Sustainability



# Department of Conservation

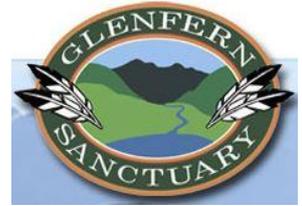


Department of  
Conservation  
*Te Papa Atawhai*

The Department of Conservation administers 12,000 hectares of land in the Aotea Conservation Park which was opened on the 10th April 2015. Their head office and visitor centre moved from Port Fitzroy to Okiwi in 2014. As well as conserving the unique marine and forest environments, DoC has programmes for threatened/endangered flora and fauna. Species found on the island include the black petrel, pateke (or brown teal), spotless crane, fern bird, kaka, banded rail, and over 13 species of lizard, including the rarest skink in the region - the chevron skink.

## Glenfern Sanctuary

Glenfern sanctuary consists of 260 hectares of regenerating native bush, carefully monitored within a predator proof fence. Glenfern has become a haven for native animals, including the rare chevron skink, black petrel and pateke/brown teal. The sanctuary was founded by the late sailing champion Tony Bouzaid in 1992. In 2016 the Auckland City Council



## Okiwi Passion

This Organic Market Garden & Nursery in Okiwi provides an insight into a business founded on the principles of working within/for the community. The owners are constantly balancing the ethos of Organic produce with the practicality of operating on Aotea/GBI.

Established in 2007 by Kaity and Gerald, they grow organic produce including fruit and vegetables. 90% of the produce is consumed on Aotea, with remainder supplying OOOOBY (Out Of Our Own Backyards), an organic local food box company. The businesses relies on the WWOOFers (Willing Workers On Organic Farms) to provide labour, especially in the summer months.



## Enviro-Kiwi

Enviro-Kiwi is the largest employer on the island and undertakes environmental protection and enhancement work. The company has contracts with Government Departments, Regional Authorities and also undertakes work for environmental trusts, private landowners and companies. Services include providing advice and information to progress projects, managing projects and providing teams of suitably skilled and qualified staff to undertake field work.



Their experience and skills are in:

- biodiversity and biosecurity management, including survey, monitoring and control. A range of species are targeted including invertebrates, plants and rodents.
- track maintenance and construction work including structural works such as bridges and boardwalks, general site and building enhancement and maintenance projects.
- event management, including the inaugural Great Barrier Walking Festival and The Port Fitzroy Mussel Festival.

# Whaling Station and Mill Visit

## The Whaling Station

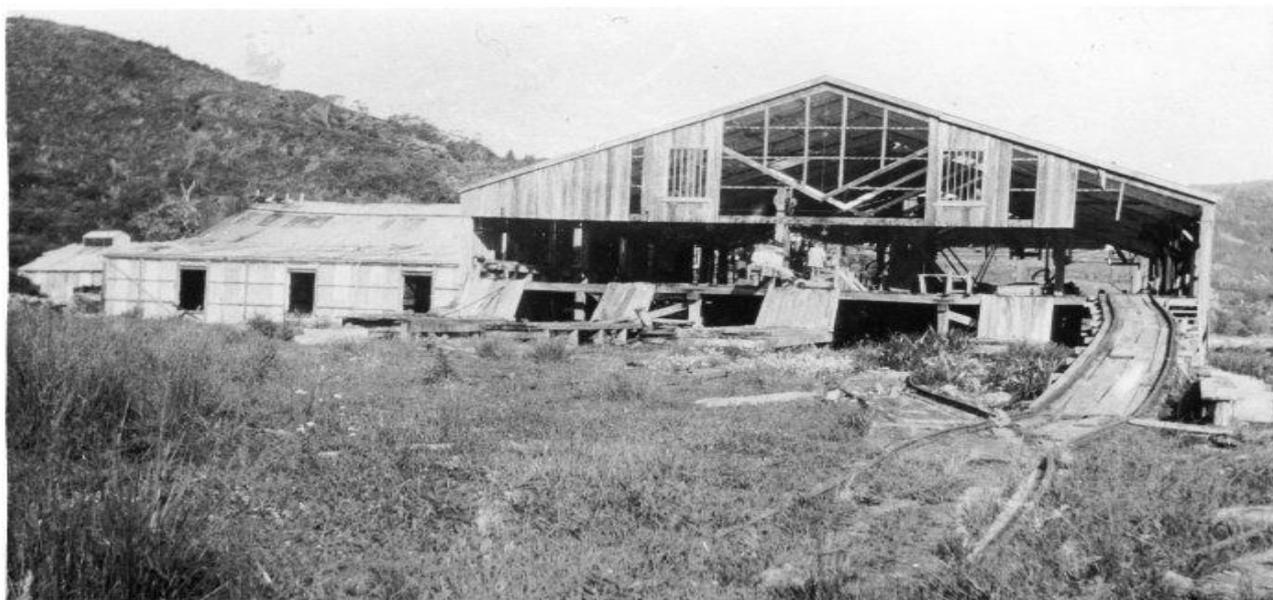
The remains of New Zealand's last whaling station can be seen at Whangaparapara. Whaling began in and around New Zealand waters in the 1790s, and peaked in 1839 when 150 American and 50 other whaling ships were recorded around its coasts.

In 1956 Hauraki Whaling Ltd set up a station at Whangaparapara on Great Barrier Island. Charlie Heberley of an old whaling family was the station manager, but in 1962 it closed – northern hemisphere whalers were intercepting the humpbacks on their annual migration and the catch collapsed. Two years later at 4 pm on 21 December 1964, the last whale in New Zealand waters was harpooned and Joe Perano's operation closed its doors.

## Kauri Timber Company sawmill

The kauri forests of Aotea were logged with increasing intensity between the 1880s and early 1930s. Many walking tracks within Great Barrier Forest follow old kauri logging and milling tramway routes.

The ruins of the Kauri Timber Company sawmill (in operation 1905–16) at Whangaparapara, which once processed logs rafted by sea from the Coromandel and Northland, include a steam tractor and cast iron chimney stack. A few areas of original kauri forest survived, and much of the forest is now regenerating. This was allegedly the biggest mill in the southern hemisphere at the time.



# Mabey Farm Visit

**Helen Mabey, Whangapoua-beach farm owner.** (An older article on the Mabey farm)

**Hyundai Country  
Calendar Article :  
Episode 12 - Realities of  
island life**

**Background:** More modern perspective. Scott Mabey is now currently running the Mabey farm.

---



It's blowing 40 knots, it's been raining solidly for eight hours and Scott Mabey is a worried man. The 32-year-old is a fifth generation farmer on Great Barrier Island - and right now the weather could make or break his annual bottom line.

Three big stock truck and trailer units are on standby to make the trip by barge to the outermost island in Auckland's Hauraki Gulf, then drive to Scott's family farm on the isolated east side of the island. When they arrive they'll be loaded with cattle, drive back across the island, take the barge back to Auckland, then drive south to the year's big weaner calf sale at Tuakau. But none of it will happen if the barge can't run - and if the Mabey's stock doesn't arrive in time for the sale, it could be the difference between success and failure for the entire season. Scott says "It's a vital part of the year's income and it fits into our farm plan. If the stock misses the sale, there is no guarantee the same buyers will be around a couple of weeks later." With the barge only hours away from departing downtown Auckland, Scott has just returned from the top of the farm where he can see nothing but heavy seas, wind and rain. He's been meticulously planning this massive operation for weeks and the foul weather is just one of the realities of farming on an island.

The Country Calendar team joined Scott and his family on Great Barrier Island to see the trials and tribulations of Barge Day on one of the country's most isolated farms. Everything is built around the barge. "When you've got half a dozen animals to go to the sale you can't ring up a truck," Scott says. You've got to wait until you have a barge load." But Scott says island life has its compensations. Few other farmers can take a rod and reel with them on a muster and come home with a snapper.

As well as following the fortunes of the cattle, the team also met Scott's mother, Helen Maybe, who was widowed early but brought up three boys on the family farm. Despite the pressures of farming in a remote location, Scott is more than aware of maintaining the family traditions and the legacy of those who have farmed this land before him. "This is home, it's in my blood so you certainly look after it and do the best you can to keep it going the way it has for all those years."

# SS Wairarapa wrecked on Great Barrier Island 29 October 1894

In the third worst shipwreck ever in New Zealand waters, 121 lives were lost when the Union Steam Ship Company steamer Wairarapa struck Miners Head, on the northern tip of Great Barrier Island, 90 km north-east of Auckland.

The Union Company's steamer SS Wairarapa was wrecked off Miners Head, Great Barrier Island shortly after midnight on the 29th October 1894. Of the 235 passengers and crew on board, approximately 130 lives were lost, making it the third worst shipping disaster in New Zealand history.

The survivors remained stranded for over 30 hours trapped below vertical cliffs before the third officer and two of the crew were able to summon help from the Maori settlement at Katherine Bay. Survivors were billeted amongst local households, and police, local volunteers, and fellow survivors worked together to recover bodies for identification and burial. Bodies that could be identified were taken back to Auckland for burial, but those which were unidentified or unrecognisable on account of injury or shark mauling were buried in mass graves at Onepoto and Tapuwai Point, with others buried at Karaka Bay, Arid Island and Harataonga.

## Tapuwai Site and the SS Wairarapa Graves Walkway

**Time:** 30 min one way

From the road end follow the signposts to the beach. Turn left and wander along this beautiful beach to Tapuwai Point and grave sites surrounded by picket fence.

**Getting there:** The Tapuwai graves can be found at the north end of Whangapoua beach. From the road end follow the signposts to the beach. Turn left and walk along the beach to Tapuwai Point and the grave sites surrounded by picket fence.

## Onepoto site

**Time:** 15 min one way

From the end of Kawa Road follow the signpost to the beach and wander or boulder hop along the beach to the graves.

**Getting there:** The Onepoto grave site is located at the south end of Kawa Road in Katherine Bay. From the end of Kawa Rd follow the signpost to the beach and walk along the beach to the graves.



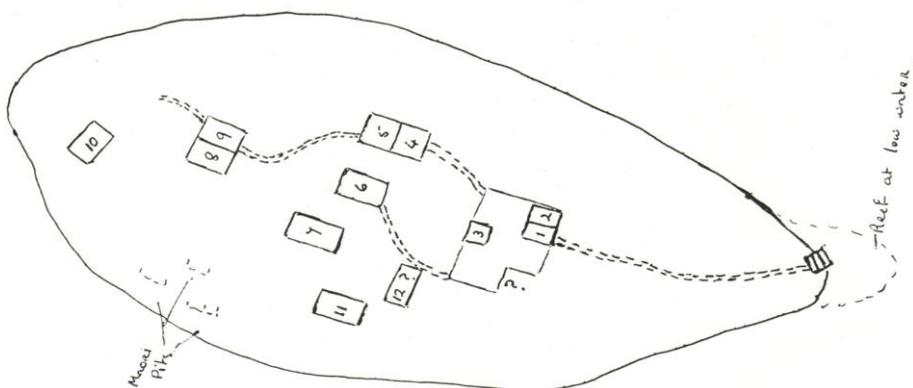
# Grave Island visit

## An historical perspective of Port Fitzroy through the eyes of the Le Roy family

**Task:** Sea kayak to Grave Island to examine the graves on Grave Island. Reading and discussing the LeRoy article and utilising the Port Fitzroy topographical map, kayak back along the shore and try to establish the probable sites mentioned in the article. What questions arise from this ‘community visit’ and what links exist to our sustainability study

Grave Island is a small boat-shaped island in Forestry Bay containing several historic graves. Coigne Island is the spelling on older maps, Quoine Island the spelling on modern maps, Grave Island is the local name and is also found on some modern maps. From the landing area, steps lead to a path that winds around most of the graves which are mostly overgrown with gorse and scrub. Graves are along the ridge from half way to the far end and the ground falls away quite steeply each side. The BUSH headstone is the only one the path does not actually reach. There is still some signs of Maori pits along one side.

Grave 7. In loving memory of Sarah Jane Le Roy,  
11th March 1906,  
48 years; Emilius, 3rd October 1901, 21 years;  
Vera, 20th September 1886, 10 days. (Personal  
knowledge: Sarah was the first wife of Emilius Snr;  
Emilius Jnr. above was drowned in Fitzroy  
Harbour).



## The Le Roy Family

This information has been compiled from a multitude of sources by Margaret Peacocke, a great-great- grand-daughter of Edward & Annie Paddison. COPYRIGHT 2007 in its entirety. It is not known why Emilius, the eldest son of the founder of E. Le Roy Ltd chose farming rather than following his father's footsteps into the business world as his two younger brothers Albert and Edward did. Whatever the reason, he chose to make a life for himself and his family on Great Barrier Island.

He arrived with his new bride Sarah Jane (nee Cooper) whom he married in July 1879. Before their house was built, they lived in a nikau whare on their piece of land in Rarohara Bay, Port FitzRoy to the west of 'Peach Tree Creek'. (William Cooper (Sarah Jane Le Roy's uncle) purchased the block of land bordering the Le Roys to the east of Peach Tree Creek at Rarohara Bay).

When Emilius became Postmaster in 1884, the mail arrived from Auckland by boat, usually a steamer, which dropped anchor below the house. The mail would then be transported ashore and carried to the Post Office. A fairly tall post with an enclosed box at its foot was erected on the top of the peninsular (between Rarohara and Kaiaraara bays) at a spot called Mill View'. (Apparently a windmill had been built on this hill prior to the Le Roys' arrival and was dismantled in about 1881. I have been unable to ascertain who built it). Telegrams, or any other important information, would be put in this box and a signal hoisted on the post – usually a red bandana. The signal could be seen from many vantage points around FitzRoy. Once the schoolroom was built on the property, the mail was usually given to the children to take home.

Emilius held the position of Postmaster for 40 years until 1923 when Joseph Paddison took over the role. Joe's property was more convenient once the wharf was built at Port FitzRoy. Steam ships could easily tie up at the new wharf (built in 1916 at a cost of £400 some years after residents sent a petition to Government) and the locals could get to the Post Office adjacent to 'Glenfern' either by horse or boat.

In 1893 Emilius received a grant of £10 "to be paid to Mr Le Roy on completion of building [schoolroom] to accommodate Mr Warren's children and his own". On its completion, his five school age children were able to, once again, have the services of a teacher to assist with their education, although still not on a fulltime basis as the teacher had other families to educate. The school, attached to the store and Post Office, continued to operate out of the Le Roys' schoolroom until 1927 (by this time, all the Le Roy children had grown up) when a church hall was built next to the Port FitzRoy wharf. The land was donated by the Warrens (originally William Cooper's land) and local people brought materials and built it (at no cost). It has been described as a nice building but the ceiling was unlined so it was cold in winter. It doubled as a schoolroom.

In 1941, the last pupil was enrolled at Great Barrier School. In the school's register it was number 230, Joseph Paddison Cooper, born 19 August 1935. He was the grandson of Joseph Paddison (enrolled as number 6) and Samuel Cooper (number 7). The army took over the hall, as its presence on Great Barrier intensified with fears of a Japanese invasion of Auckland during WW2. The school never re-opened.

In 1901, tragedy struck the family when their eldest son, Emilius was drowned (one story suggests that he was wearing new gumboots and wouldn't take them off knowing that his father would be cross if he lost them!!) at the age of 21 after his yacht capsized as he was sailing near Flax Island, between Rarohara Bay and the "big passage" (Man o War Passage) practically within sight of his home. His companion swam ashore.

Tragedy struck again in 1902 when their house burned down. However, this time, tragedy turned into a good news story despite the economic setback, because everyone got out safely and the pigeon post service was used immediately after the fire to send an order to Auckland for the necessary timber and joinery to build a new house. These arrived on the next boat. Settlers from all over the island came in boats, pitched tents and worked solidly. They achieved the near impossible - a new single-storied house with veranda's around two sides was erected in just one week.

A photograph taken prior to the original house being burned down in 1904, shows a building partly on the beach that was used to store tent poles. At high tide, they were "loaded onto a large punt to be shipped from the anchored steamer to Auckland for his father's tent and cover and coat shops." Another small building in the photo is said to be a "drying shed where oilskin coats were hung to dry after being dressed with a water-proofing mixture." (Cyril Moor "Early Settlement of Port FitzRoy, Great Barrier Island"). So, it would appear that Emilius did have some involvement in the family business.

Even into the twentieth century, the island was remote. In 1908 when Emilius' daughter Ada was marrying Joss Moor there was no Minister on the island, so one had to come by steamer from Auckland. For some reason, he didn't arrive. The only person on the island authorised to perform a marriage was the Postmaster, so Emilius officiated at his daughter's wedding.

When Emilius died in 1944, his son Selwyn carried on the farm with the youngest of the eleven children, Girlie until his death in 1962. Girlie continued to eke out a living by milking a few cows and selling part of her land. Her death in 1979 completed 100 years of unbroken occupancy by the Le Roy family on this site.

Many members of the Le Roy, Flinn and Bush pioneer families are buried on the uninhabited Grave Island in FitzRoy Harbour. This island is marked on the charts as Coigne or Quoine Island.

Of the Le Roys, the following were buried there;

Emilius George Le Roy, Sarah Jane Le Roy, (Elizabeth) May Waterman (nee Le Roy), Albert Waterman (May's husband), Vera Le Roy, Selwyn Joseph Le Roy, Emilius Le Roy (jnr).

# Recycling Centre: Great Barrier Island Claris Landfill

## **Back ground:**

Collecting rubbish at the kerbside is proven to reduce waste to landfill. On Great Barrier Island, this is especially important because this will help to extend the life of Claris Landfill. At its current rate, the landfill will reach capacity much earlier than planned and intervention is needed now, to reduce the amount of waste going into it.

## **Why should I recycle?**

There are many benefits to recycling and this is why Auckland Council has placed transfer sites on Great Barrier Island. Recycling makes a huge difference to our environment. It helps reduce carbon emissions because the materials don't go to landfill; reduces the need to take materials from our fragile environment; and saves energy.

Some examples of how recycling helps to reduce impacts on the environment:

*Paper and cardboard* Making paper from recycled materials results in 74% less air pollution and 35% less water pollution. Recycling one tonne of newspaper stops the release of 2.5 tonnes of carbon monoxide into the air. Every tonne recycled saves 13 trees and conserves 31,780 litres of water.

*Glass jars/bottles* Recycling a glass jar saves enough energy to light a bulb for four hours. Recycling glass saves 25-32% of the energy used to make it.

*Plastic bottles and containers* A tonne of plastic containers made with recycled plastic conserves about 7,200 kWh of electricity, the equivalent of seven months power for an average home. Five 2-litre polyethylene terephthalate (PET) bottles makes enough fibrefill for one jacket.

*Aluminium cans* Turning old cans into new ones uses only 95% of the energy used to make new cans. One recycled aluminium can saves enough electricity to run a computer or a television for three hours.



# Combined Community Visits

## Orama Christian Community

In 1963, Neville and Dorothy Winger purchased 800 acres at Karaka Bay. Within six months people began arriving for rehabilitation (from drug/alcohol/family problems and other emotional stresses). The aim was to bring these people into a close encounter with God and help with the issues they were facing.

Orama (greek for 'Vision') was established in 1970 and continued to provide people with the opportunity of a religious sanctuary.

Unfortunately with the decline in demand for such retreats, Orama was formally closed in 2004. However, in 2006 3 former staff couples restarted Orama and as a way of bringing people back to Orama looked to extend their reach beyond religion. As a result the Hillary Outdoor education centre confirmed a long term agreement to base their marine centre at Orama. Hillary Outdoor's vision is to provide skill, personal development and leadership training through outdoor education and experience.



Power is supplied to the Centre through a range of sources, and it essential for students to gain an understanding of both the methods of generating electricity and the importance of conserving energy. There are two diesel generators, solar PV (photovoltaic cells) cells charging a bank of 16 batteries, and there are plans to introduce a small hydroelectric unit into the Centre's water supply. The water source is from the creek/spring in the hill above. Students are also taken to the source, where they investigate the water quality and the freshwater invertebrates present and purification of water.

## Te Kura o Okiwi (Okiwi School)

This bilingual decile 3 school currently has 32 students with a staffing of 2.6 Teacher. The school is Kaitiaki of a wetland environment and Okiwi park. The school is involved in many Sustainability projects such as native planting, collecting seedstock, sustainable gardening, Tuangi monitoring and predator control. The sports matches are one of the few opportunities for the youth of the North and South ends of the island to interact. The majority of students will go to boarding schools on the mainland for their secondary education, as there is no High School on Aotea/GBI.



# Marae Visit

## Tangata Whenua o Aotea

### (The indigenous people of Great Barrier Island)

Aotea (Great Barrier Island ) is the ancestral land of the Ngāti Rehua, a hapū of the iwi Ngāti Wai. It is the south-eastern most outpost of Ngāti Wai. Although each island, islet and rock has its own individual character and identity, Aotea is viewed as a single physical and spiritual entity over which a 'spiritual grid' lies. At its centre stands Hira-kimatā (Mt Hobson), the sacred mountain of Ngāti Rehua. To the north of the island is Nga Tara Tara o Toi (Needles Point). To the west is Rangiahua Island (Flat Island) and Mahuki Island (Anvil Island). To the east is Kaitoke Kohatu, with Motu Tohora to the south. **The southernmost landmarks of Ngāti Wai are the Manaia and Ruahine mountains that stand above Rangitawhiri/Tryphena.**

The memories, traditions and identity of a people with one thousand years of ancestral associations are captured in this whakatauki (proverb), which dates back to the early arrival of the Aotea canoe.

Aotea whakahirahira	Aotea the island of renown
Aotea taonga maha	Aotea the island of many treasures
Aotea utanganui	Aotea of the bountiful cargo

There are two marae on the island, both situated in the Katherine Bay area. Kawa Marae is located at the end of Kawa Road, in Moanauriuri Bay and Motairehe Marae is located at the end of Motairehe Road in Oruawharo Bay. Rehua was the tupuna of the people of Aotea. He had two wives, one called Hinurere (from Ngati Porou) who settled in Kawa and the other (name or location not known) who settled in Motairehe. The people of Aotea were from a variety of iwi but their strongest links were with Ngati Wai, hence they whakapapa to this iwi.

### Whakapapa o Rehua

Te Puia te awa  
Hira-kimata te maunga  
Ngati Rehua te hapu  
Manaia te tupuna  
Muhuhukiterangi te waka



Kawa Marae



Students will use this map to highlight places they have visited



# **LOGISTICAL**

---

# **ASPECTS**

---

## **STAFF PROFILE**

### **Hillary Outdoors Managers / Instructors** **(Some changes occur year to year)**

#### ***Gemma Parkin – Centre Manager – Hillary Outdoors HO)***



Gemma took on the Centre Manager role in January 2015. She's originally from Christchurch where she spent 12 years managing secondary school outdoor education programmes. Gemma lives in Okiwi with her husband Tony and dogs Tahī and Whio. On days off you will find her out exploring the hills with her four legged friends.

#### ***Roger Miller - HO Instructor / Programme Manager***



Roger is the Programme Manager at OPC Great Barrier. He is a qualified outdoor education teacher, and arrived at OPC in October 2013. He has worked as an outdoor instructor, kayak guide and teacher, most recently completing 4 years work teaching in an international school in Belgium. He lives on site with his wife Charlotte and their two girls.

## ***Tom Denley - HO Instructor / Programme Manager***



A master of all trades, Tom has been at Great Barrier on and off for 8 years, and knows all the off the beaten path locations no one else has heard of. Tom's also the busiest person we know, balancing his time between instructing and his family; partner Zoe and twins Hunter and Zara

## ***Susy Stokes - Hillary Outdoors Instructor***



Susy joined our team in 2015 after 6 years working in the outdoors in a variety of locations. She has a degree in Sustainability and Outdoor Education from CPIT, along with a collection of NZIOA awards. You will quickly get to know Susy for her endless amounts of energy!

## ***Sean Mulvany - Hillary Outdoors Instructor***



Originally from the UK, Sean moved to NZ and took up the outdoor lifestyle as a full time job 7 years ago. Sean owns more outdoor toys than anyone the rest of us have ever met, but that's ok because he puts them to good use. Sean's home base is the Marlborough Sounds, where wife Michelle patiently overlooks his ski collection.

## ***Russ Jacobi - Hillary Outdoors Instructor***



Russ has been working on and off at Great Barrier for 3 years and joined our full time team at the start of 2016. Along with being a keen sea kayaker, and fisherman, Russ is also a qualified Health and Physical Education teacher.

## **HHS Staff Member (this changes year to year)**

### ***Karllie Clifton - HHS Staff***



Karllie Clifton has been teaching at Hillcrest High School for over 12 years. She is a big supporter of outdoor education having attended the Great Barrier Experience last year, many school camps/trips and initiating the Year 9 trips to Tauwhare Marae in 2011. Karllie is currently the Year 13 Dean, teacher in charge of volleyball and coach of the Senior A Volleyball Girls. She is a keen camper and tramper, loves the outdoors and is always looking for an adventure. Karllie is really excited to be spending 5 weeks on Great Barrier Island with the girls this year

### ***Ben Kennedy - HHS Staff - Course 2 – 3 weeks***

Ben is in his fourteenth year of teaching at Hillcrest High School and is the current Year 10 Dean. He has been involved in a wide range of activities including coaching both the 1<sup>st</sup> X1 boys and girls cricket teams and the 1<sup>st</sup> XV rugby team at Hillcrest High. Ben has been a regular attender on the Year 10 camps and loves to get in the outdoors and hare these experiences with the students. He is a keen skier and is in charge of the school ski team. This will be Ben's first time as part of the Great Barrier Experience and he will be attending for the first 3 weeks of the course.

### ***Other - HHS Staff - Course 2 – 2 weeks***

To be disclosed soon

# TRAVEL ARRANGEMENTS - Boys

COURSE TWO	
<b>Sealink Ferry</b> Wynyard Wharf, Brigham Street	<b>Depart Monday 1st May</b> <b>8.00 am</b>
<b>Sealink Ferry</b> Wynyard Wharf, Brigham Street	<b>Arrive Friday 2nd June</b> <b>7.30 pm</b>

**Please arrive 30 minutes early**

**Check in closes 15 minutes prior to departure**

**Wynyard Wharf – Directions to Sealink Ferry**

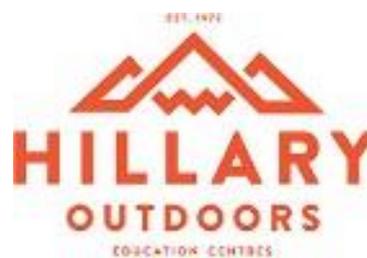


Sealink Ferry will be at Wynyard Wharf, Brigham Street, Auckland. This ferry will transport the students to and from Great Barrier Island.



Upon arrival students will travel by bus from Tryphena to Hillary Outdoors Education Centre.

# HILLARY OUTDOORS



Hillary Outdoors Great Barrier is located on the edge of Karaka Bay, Great Barrier Island in the Hauraki Gulf. Great Barrier Island is the guardian of the gulf. Exposed to rugged elements, it shields the inner islands and offers a variety of environments that challenge and inspire.

Hillary Outdoors students and staff are privileged to have access to this world-class outdoor classroom right on Auckland's doorstep. The island is just 35km long and 15km at its widest point.

The Orama Trust hosts Hillary Outdoors Education Centre on their 230 hectare property at Karaka Bay, 4km from Port Fitzroy. The bay is surrounded by pasture land, regenerating indigenous bush and mature trees.

This centre offers a tranquil and unique environment for a range of groups, from schools to business and management training groups. The main centre includes a large communal kitchen, dining hall, indoor gymnasium, shop, conference facilities and lounge.

## FACILITIES

The students have access to a gymnasium, lounge and a well set-up class room, with whiteboards, work tables and modern audiovisual equipment. Hillary Outdoors has their gear stored in two purpose built storage facilities. The main shed is right at the waters edge, while their sailing dinghies are stored at Barbecue Bay, a short walk or boat trip around the coast. On-site there is a purpose built boat-ramp, wharf and floating pontoon.



## EQUIPMENT

Hillary Outdoors have a comprehensive range of wetsuits, lifejackets, thermals, spray jackets, raincoats, packs, tents, sleeping bags, cookers, etc... their fleet of modern 4WD vehicles is ideally suited to the Barrier's rough roads! They use outboard-powered inflatables as safety boats and coach boats, to support our water-based programmes, in particular sailing.

They use Perception sea kayaks and surf kayaks, for their stability, ease of use and reliability. Double sea kayaks are very stable and hold a huge amount of gear. They also have single sea kayaks for more experienced paddlers.

Sit-on-top kayaks are the easiest way to get out on the water fast. Perception Flows are a purpose-built surf kayak, but they are also very stable on flat water and are a perfect fishing platform. In the surf, they make learning to ride a wave incredibly easy. In the right conditions, you'll see Hillary Outdoors instructors getting great down-the-line rides, carving turns and doing back-loops.

Topper Topazes are designed as an easy entry-level sailing boat with the potential for high performance. They carry a jib (optional) and even a gennaker (experts only!). The 12-foot Fyran dinghies are equipped with anchors, bailers and oars. If venturing further afield Hillary Outdoors supplies flares and charts with a full briefing and rescue boat safety back-up.



## ACCOMMODATION

The school group accommodation is the Pines Cabins with bunk rooms. We will be accommodating two students in each room so as to give the students adequate privacy and storage space over the five week period. The selection of rooming partners will be done in consultation with staff at HHS. The bathrooms next to the cabins have solar and gas water heating with a healthy of hot water supplied.

## WASHING

There are coin operated machines costing \$2 per wash. Students are encouraged to do their washing on a regular basis as personal hygiene in this communal setting is very important. HHS staff will supply the \$2 coins to students as required. There is an expectation that students wash on a regular basis (minimum twice a week).

## MEALS

Preparation and collection of food is an area of the programme for which the students are responsible. We are committed to fostering independence and we believe this is a great area to start.

Students will be allocated to meal duties, breakfast, lunch and dinners. Students will also be expected to carry out baking for their groups.

- They will be provided with recipe planners and a menu to help with the preparation of food each day.
- Students will be able to use the variety of foods available, to modify the meals outlined on the menu planner, to accommodate specific needs such as vegetarian.
- Mains meals may include: pasta bake, lamb chops, chicken curry, devilled sausages, chicken drum sticks, nachos, spaghetti bolognese, roast , stir , bacon and egg pie, burger and chips
- Dessert every 2<sup>nd</sup> night
- Lunch may include: meat and salad sandwiches, wraps, soup, pies, hotdogs, toasted sandwiches, baked potatoes
- Breakfast: Corn flakes, weetbix, porridge, toast, baked beans, pancakes, tinned fruit

The staff will monitor the cooking process with adherence to robust hygiene standards a requirement. It is vital that students have sufficient quality food to ensure that they have the energy levels required to get through each day. Staff and instructors will monitor and advise the students as necessary. Students may bring home baking but may not bring chocolate, chewing gum or soft drinks. We ask that parents send **one more** food parcel over the period of the course.

## THE ACTIVITY SCHEDULE

- You can expect to be outdoors from **9am to 4pm** most days, and if you are off site for the day you will take lunch and snacks with you.
- During expeditions you will be away from the centre with your instructor, for up to three days
- While you are in the outdoors you will normally be in a group of 10 with an instructor or teacher. This group of 10 will remain the same for the duration of the programme
- There will also be some classroom time during which you will work on the educational outcomes listed in the educational learning section of this document.

**A sample schedule for activities is shown near the end of this book and you should note that it is very busy. Healthy eating, reasonable fitness levels and responsible sleeping habits are very important if the students are to make the most of the opportunities made available on this course.**

## KEEPING YOU SAFE

Hillary Outdoors has an extensive Safety Management System designed to keep you safe. You can have a look at parts of this system on their webpage, [www.hillaryoutdoors.co.nz/safety](http://www.hillaryoutdoors.co.nz/safety). Instructors are trained to put this system into action during activities. They will tell you about any hazards you may come across and how to manage them. You are also welcome to ask them any questions if you feel unsure during the week. It is up to you whether you take part in an activity, however Hillary Outdoors staff and your team mates will support and encourage you to participate to a level which challenges you. You play a major role in keeping yourself safe, so make sure you understand the boundaries below and those your instructor and school staff will set during the week.



## ELECTRONIC DEVICES

NO iPods or gaming consoles of any type are to be taken. An electronic book (eg Kindle) are the only exception.

## COMPLAINT PROCEDURES

If you have any issues with the quality of the programme you are attending at Hillary Outdoors these can be addressed to the Centre Manager or Hillcrest staff, either in person or in writing.

## SHOP

There is a small shop run by Orama that sells T-shirts, hats, gifts, sun screen, chocolate, chips, juice, and some personal items. Students can utilise the shop once a week and may not exceed a budget of \$6 per week. They can purchase two food items, **eg small drink and a small chocolate bar**. This budget restriction does not preclude them from buying items such as batteries, shampoo, Hillary Outdoor T-Shirts, etc.



## STUDENT COMMUNICATION

NO cell phones are to be taken.

The HHS staff will have a calling card for student use and students will be allocated a night each week on which to contact home. So parents should expect one call home a week with calls starting after the first expedition. There will be no calls in the last week of the programme as students will be away on their final expedition. We will try and determine the specific night and time with parents, prior to departure. A back up time will also be determined as at times expeditions may interfere with our phone schedule.

# Calling Timetable

<b>Monday</b>	<b>Phone Time</b>	<b>Student</b>
	6.40	
	6.50	
	7.00	
	7.10	
	7.20	
<b>Tuesday</b>	<b>Phone Time</b>	
	6.40	
	6.50	
	7.00	
	7.10	
<b>Wednesday</b>	<b>Phone Time</b>	
<b>or</b>	6.40	
<b>Thursday</b>	6.50	
	7.00	
	7.10	
	7.20	
<b>Friday</b>	<b>Phone Time</b>	
	6.40	
	6.50	
	7.00	
	7.10	
	7.20	
<b>Saturday</b>	<b>Phone Time</b>	
	6.40	
	6.50	
	7.00	
	7.10	
	7.20	
<b>Sunday</b>	<b>Phone Time</b>	
	6.40	
	6.50	
	7.00	
	7.10	
	7.20	



# WHAT GROUP AM I IN?

In the table below you will find who you will be sharing a bunkroom with. Match your number with that of your roomie and who is in your activity group.

ROOM	SURNAME	FIRST NAME	ACTIVITY GROUP
1			1
2			
3			
4			2
5			
6			
7			3
8			
9			
10			3
11			
12			
13			3
14			
			3
15			



## What to Bring to Hillary Outdoors

Here is a list of gear you **will need** for your time at Hillary Outdoors. You need to have this amount as a minimum. What you don't have, try to borrow from friends and family. We can lend you the items listed at the bottom (included in the cost), but please bring your own if you have them as these will be more comfortable. We highly recommend bringing your own thermals (polypro) and fleece as a minimum.

<b><i>Optional but very helpful!</i></b>		
Camera	Small day pack	Washing Pegs
Gumboots	Work gloves	Stamps and letter writing material

**We can lend you one of each item below if you don't have your own (e.g. one fleece top):**

Sleeping Bag	Fleece top	Thermal top
Raincoat and over-trousers	Large Pack	Thermal bottoms
Woollen hat		Sunglasses
Wetsuit bottom - short legs and no arms. Wetsuit top - zip-up long sleeves		

- If you lose items or damage them through misuse you will be responsible for payment of replacement costs.
- **No cotton** clothing for certain activities.
- All gear may get wet and dirty.
- Label all your clothing and equipment. If you accidentally leave gear behind, contact us immediately and we will see if we can locate it.
- Participants' personal effects are NOT covered by our insurance policy. You should arrange your own.

<b><u>Essential:</u></b>	✓
<b>Warm hat:</b> <i>fleece or wool</i>	
<b>Thermal top and pants (2):</b> <i>An under layer of polyester / polypro, or wool /fleece</i>	
<b>Wool or fleece jersey (2)</b>	
<b>Fleece pants:</b> <i>polyester insulating fleece, not cotton</i>	
<b>Waterproof jacket and trousers:</b> <i>Must have a hood and be waterproof</i>	
<b>Socks (4):</b> <i>Thick, not cotton</i>	
<b>Sturdy trainers</b> <i>these will be used regularly in the water, and must be lace-up or other secure attachment system</i>	
<b>Walking boots or shoes</b> <i>suitable for tramping and garden work</i>	
<b>Large pack:</b> <i>65 litres+ to fit sleeping bag, clothes and extra gear for an overnight trip</i>	
<b>Pack liner:</b> <i>Large plastic bags (eg rubbish bags) x3 to fit sleeping bag and clothes</i>	
<b>First aid kit:</b> <i>With personal medications, plasters etc</i>	
<b>Drink bottle:</b> <i>1 litre or more is best</i>	
<b>Sleeping bag + liner:</b> <i>Warmer is better especially in winter</i>	
<b>Wetsuit:</b> <i>a light surfing steamer is not warm enough, unless an OPC wetsuit top is added.</i>	
<b>Sunglasses, sun hat + suncream</b>	
<b>Swimming outfit + two towels</b>	
<b>Shorts and t-shirts + extras</b>	
<b>Casual clothes and shoes</b> <i>for evening</i>	
<b>Pillow case</b>	
<b>Torch &amp; batteries, plenty of spare batteries</b>	
<b>Bowl, mug and cutlery</b> <i>Plastic or similar. For overnight expeditions only.</i>	
<b>Underwear and toiletries</b>	
<b>Duvet/sleeping bag.</b> You can elect to sleep for the five weeks in a sleeping bag but we suggest sheets and a duvet would be more practical and cosier. For expeditions a warm sleeping bag would be handy or you can elect to use one of the many Hillary Outdoors supply. Bring a sleeping bag liner (sew a single sheet into a sleeping bag shape).	
<b>Pen and note paper</b>	
<b>USB stick (8 mb or greater) for storing photos and group presentations</b>	
<b>Packliner-</b> Usually yellow and large/purchased from outdoor store	
<b>Alarm clock(battery powered) and cheap watch (time keeping is essential)</b>	

