



NAME OF POLICY	CAMP/EXCURSION & OUTDOOR POLICY
RATIONALE	<p>At Long Street Primary School all camps and excursions have a curriculum and/or team building and cooperative outcome.</p> <p>They are an integral part of the curriculum, with 'pre' and 'post' camp activities and assignments prepared to the appropriate level and abilities of students involved.</p>
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RELATED POLICY	CAMPS AND EXCURSIONS GUIDELINES FOR SCHOOLS AND PRE-SCHOOLS (DECS08/8603)

Camp/Excursion and Outdoor Policy

Foreword

Outdoor experiences offer challenging adventures of great educational value.

Teaching staff work within a complex learning environment where changing the ways of presenting information and varying the presentation of materials will engage students differently and allow each individual student to explore their ability and reach their potential in ways not possible within the classroom.

Camps therefore extend every student's abilities; provide opportunities for discovery of other environments which lead to their better understanding of the social, physical and spiritual environment. Camps can range from the overnight experience to those extending over several days and nights.

Outdoor education incorporates local as well as non-local activities. It is a generic term for any out-of-school learning program. It may include a short local walking excursion which engages the students' participation in their community. This may be as short as singing carols in the local shopping mall prior to Christmas, or painting murals around the town for a particular community event.

It is important to note that the Principal is responsible for overseeing the implementation of this policy.

This policy conforms within ACARA Framework in the main teaching areas and has been reviewed by staff and management personnel at Long Street Primary School. All staff was invited to comment on the policy.

In conjunction with the ACARA documents it supports the School's commitment to providing assistance to staff delivering their curriculum within an extended and varied learning environment.

In interpreting these guidelines it should be realized that failure to comply with them does not in itself imply negligence on the part of the Principal or teacher. However, should an accident occur on an excursion, and the parent of a child take legal action to recover costs and damages from the Department, the guidelines may be consulted to consider whether the conduct of the excursion / activity was consistent with Department Procedures.

Whichever way one interprets these guidelines he/she must be able to answer 'Yes' to the question 'Was this a prudent way to act?'

The recommendations made in the guidelines provide a basis for making 'prudent' decisions but not the complete answer.

Bryan Rotherham
Principal

R – 7 Camp Policy

Introduction

This policy is designed to assist teachers to plan and conduct a school camp. All materials in this policy should be used in conjunction with 'Adventure Activities : Camps and Excursions'

The prime concern in compiling these guidelines is to ensure student safety during excursions and Outdoor Education activities through careful planning and competent and experienced leadership. Other issues such as educational value of outdoor programs, legal responsibilities of teachers and Principals have also been addressed.

The emphasis should be on doing things which are both adventurous and educational whilst ensuring that they are done safely and well.

In any educational program, consideration of the value of the program in terms of the costs in time and money should play an important role.

When outdoor activities take place away from the school, the costs can be justified when the experience provides a unique learning opportunity which could not have been achieved in the classroom.

Policy Statement

Long Street Primary School will undertake to:

- Give the opportunity to attend a camp / sleepover every year.
- Help teachers achieve a successful and enjoyable environment outside the classroom structure.
- Equip teacher with knowledge and resources needed to identify and reduce camp / outdoor related problems.
- Outline good camp / outdoor preparation and practice leading to a successful return to the class environment.

This policy will be implemented in all classes at Long Street Primary School.

Aims

- To consolidate children's learning through the provision of appropriate first hand experiences (contextualised learning).
- To increase knowledge, understanding and appreciation of local areas.
- To increase knowledge, understanding and appreciation of areas of differing nature and environment.
- To foster the development of confidence, independence, co-operation and responsibility within social relationships.
- To assist in the social and academic development of students where they are given the opportunity to actively participate in a learning environment different from the home/school.

➤ **Objectives**

This policy contributes to the effective management of the school's teaching and learning programs by:

- Ensuring the provision of effective learning opportunities.
- Enabling students, support and teaching staff to maximise their learning and enjoyment of outdoor activities.
- Assuring appropriate resources and venues are accessed for particular learning needs of groups doing outdoor education.
- Ensuring that any risks and hazards are identified before departure.
- Providing a checklist and other materials for planning and preparation of outdoor activities.
- Encouraging the development of programs designed to eliminate or reduce the possibility of risks and diminished learning outcomes.

Principles

Long Street Primary School is committed to addressing issues of outdoor activities and to improving learning experiences by:

- Supporting and empowering staff to make informed decisions.
- Maintaining an integrated and positive learning environment.
- Cooperating with staff managing students' learning and behaviour needs.
- Supporting outdoor managers and teaching staff who experience difficulties at the venues.
- Helping to resolve individual difficulties at the outdoor venues by updating and reviewing information and resources.
- Improving policy and procedure to enhance Long Street Primary School's ability to provide quality education to its students.

Guidelines

- Catering should be explored to find the most economic and nutritional solution.
- Speak directly with the Principal for camp approval as early as possible, verify camp plans and talk to the Principal if you are unclear about anything.
- Inform finance officer of intention on going on camp to enable a budget line to be organized, before parent notes are sent out.
- Check DECD regulation in student: staff ratio in Camps & Excursions Guidelines for Schools, as they vary for different camp activities.
- Teachers need to investigate what their roles are including parent participation/role on camp/excursion.
- Ensure all staff and volunteers have up to date **criminal history screening checks.**
- To broaden students' knowledge and appreciation of the world of work, employment and unemployment, careers, occupations and voluntary work.
- To broaden students' knowledge and appreciation of recreation and productive use of leisure time.
- To encourage different presentations of ideas to meet a wide range of learning styles.
- To aid student social, physical, emotional and intellectual development.
- To encourage teachers to use different ways for students to demonstrate their learning.

Continuum

Recommended continuum of School Camps for Long Street Primary School:

Year Level	Possible Event	Possible Locations
R	After school BBQ Movie evening with tea (pizza) Picnic afternoon	Rotherham Hall Whyalla Foreshore JP Outdoor learning space.
1	After school BBQ Movie evening with tea (pizza) Picnic afternoon	Rotherham Hall Whyalla Foreshore JP Outdoor learning space.
2	After school BBQ Movie evening with tea (pizza/ hot chips) Picnic afternoon Sleep over at school	Rotherham Hall Local parks Outdoor learning space, Activity Room, Rotherham Hall
3	School camp overnight Sleep over (BBQ/ Pizza) Day trip	Surf lifesaving facility Rotherham Hall Alligator Gorge/ bushwalking
4	School camp/ overnight – max 2 nights	Lighthouse cottages, Wilmington, Nutbush Retreat, Quorn
5	2 night/ 3 day camp	Errappa, Lighthouse Cottages, Melrose
6	2 night camp	Port Lincoln Port Augusta Aquatics Centre
7	2 to 3 night camp	Pichi Richi Campsite Adelaide (St Kilda playground, SA Museum, Port Adelaide dolphins, Monarto Zoo, Botanic Gardens, mini beast wetlands tour, Old Adelaide Gaol.

If you have an idea which site outside the above suggestions, please negotiate them with your line manager before approaching the Principal.

Suggested Minimum Requirements R – 7

	Minimum	Maximum
Reception / Year 1	excursion local	
Years 2 / 3	Overnight	1 night local
Years 4 / 5 / 6	1 night	2 nights
Year 7	2 nights	3 nights

The table above is not compulsory in any way. It is merely a guide. Each camp should be specifically structured to suit the needs of the children and the Camp.

Student / Teacher ratio

Number of students	Number of staff
0 - 10	2
10 – 15	2
16 – 24	3
25 – 32	4
33 – 40	5

Please note: *Activities including water events attract differing ratios. Please ensure you check before proceeding with any bookings.*

Mixed gender student groups must have mixed gender leadership.

Activities

Teachers would:

Plan activities outside the classroom in a variety of subject areas that develop the following skills:

- cooperation
- leadership
- being responsible
- independence
- interpersonal skills
- confidence
- getting along
- emotional toughness
- persistence
- organisation

These activities could include:

- cooking
- orienteering
- games
- problem solving
- discovery and appreciation
- sleepovers
- camps

Provisions for time span include:

- Teacher confidence, ability and experience, followed by
- Availability of staff and other school personnel
- Previous experience of children involved
- Parental assistance
- Combination of classes
- Venue
- Type of activities

- Cost of site
- Preparation of meals
- Time needed to adequately cover the overall aims of the camp

Camp Organisation Checklist

- Decide aim of the camp and discuss with the Principal. Obtain approval to proceed with organisation. District Director approval is required if you are going out of SA.
 - Decide length of camp and time of year. Check the school calendar.
 - Do you require additional staff assistance? If so..... who are you targeting? _____
 - What other requirements do you need?
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Campsite Checklist

Buildings

- Safety hazards
- Adequate space
- Hygiene
- Heating and air conditioner
- Any particular rules

Accommodation

- Suitability for mixed groups
- Availability and condition of beds
- Blankets, pillows and mattresses
- Bunk beds must meet Education Department standards

Grounds

- Suitability for planned activities
- Defined boundaries
- Types of terrain
- Potential use of adjacent land
- Hazards and potential dangers
- Dams, pools etc.

Power Supply (all should be in safe working order)

- Lighting
- Switches
- Power points
- Electrical appliances

Ablutions and water supply

- Number of toilets and showers
- Cleanliness and quality of plumbing
- Kitchen/cooking facilities
- Fuel supply (gas, oil, wood and electricity)
- Food storage (fridges and cupboards)
- Food preparation areas
- Washing up facilities (mops, brooms and buckets)
- Rubbish disposal

Dining Room

- Sufficient tables, chairs and eating utensils

Fire Safety Equipment

- Availability and condition of extinguishers, hoses, knapsacks and hydrants

Equipment

- Condition and suitability of equipment available at the site (eg. ropes, canoes and sports equipment)

Emergency Facilities

- Location and telephone number of police _____
- Location and telephone number of doctor _____
- Location and telephone number of ambulance _____
- Location and telephone number of hospital _____

Costing

- Are there any hidden costs for cleaning, electricity etc.

Bushfire Safety

- Evacuation potential of the site and/or suitability of buildings to act as fire shelters: especially important for camps in summer months.

2 Months Ahead

- Visit the campsite, note the facilities, layout any dangers. Explore locality for program possibilities.
- Where possible discuss your proposed venture with appropriate resource people.
- Decide on type of supervision (eg teacher, ancillary, parents).
- Consider means of transport to and from camp.
- Arrange food requirements (eg catered or not) consider facilities if not catered (plan menu).
- Work out an approximate cost per head (camp fees, transport, food, excursions, teacher's, charges, unforeseen, P.P. Subsidy).
- Check for budget lines and facilities to help with finance.
- Complete an ED 169 in conjunction with the finance officer.
- Any fund raising needs approval from the School Governing Council via a written request.
- Make provisional booking (ie deposit).
- Make preliminary arrangements for any visiting resource people.
- Make sure transport is booked ahead and calculated into budget.
- Write dates on white board in staff room and also in the diary at the front office.

4 – 6 weeks ahead

- Confirm all bookings
- Complete transport arrangements for any visiting resource people
- List all students and adults contact and medical details. List must be given to front office, line manager and all adults attending
- Consult with class and together plan in detail
 - Camp timetables
 - Camp program
 - Menus and food list
 - Clothing list
 - Equipment list
 - Links between classwork and camp
 - Written and research work to be completed (design a camp booklet)
 1. before
 2. during
 3. after camp
 - Accommodation arrangements
 - Camp duties and rules
 - Camp safety
 - Personal First Aid Kits and appropriate First Aid instructor

- Set deadline for final payments of student camp fees with support from the finance officer
- Inform parents or volunteers of their roles, responsibilities on camp/excursion
- Negotiate with other teachers for provision of supervision of non-campers
- Meet with other teachers and camp resource people and familiarise them with the program and any special duties they have
- Obtain signed letter of approval and medical forms from parents including those required by camp site
- Keep your Principal and line manager and office staff informed of all matters. Provide copies of all programs (lists, letters to parents etc).
- Complete a Risk Assessment and give to principal
- Send to parents and give a copy to office staff the following forms
 - Detailed program
 - Consent forms
 - Aquatic forms
 - Medical emergency forms

Procedure for alternate pick-up for students

eg. Collection of students from the camp site

- Written permission from Parent/ Caregiver
- Details of pick-up person

One week ahead

- Book out first aid kit
- Review planning
- Ensure all camp fees paid
- Prepare medication schedule and any other records, rosters etc
- Advise finance officer of any cheques required
- Make arrangements for students **not** attending
- Arrange yard duty if necessary
- Check that all necessary information has gone out to parents including:
 - Itinerary
 - Program
 - Names of adults attending

- Camp rules
 - Departure time and location : Expected return time and location
 - Teacher contact phone number
 - Appropriate clothing and requirement list
 - List of items that children may NOT take and limit money allowed (teacher discretion)
- Confirm key collecting arrangements
 - Check that all food arrangements have been made
 - With the Principal and office staff, establish a two-way contact procedures between camp and school.
 - Personally check specific medication for individual children
 - Take Accident Forms (ED155) with you in your camp administration paper work

On the day of departure

- Head count and confirm these numbers with the front office.
- Make sure students **not** going have plenty of relevant work.
- Say goodbye to office staff so that they know you have gone.
- Double check student list (head count).
- Make sure office staff has a final list of students and adults attending.
- Make sure you have first aid kit with you.
- Medication required is to be taken in a locked box (office staff will provide).

When you leave campsite

- Make sure you take everything with you.
- Let the school know of your expected arrival time.
- Return keys etc.

When you return

- Arrange transport for students as required
- Return linen to office
- Return unused food, drink containers, eskies to appropriate places.
- Lost property to a central location.

Sleepover Checklist

- Will the sleep-over be led by teachers experienced in supervising students in out-of-school-hours situations?
- Is the supervisor-to-students ratio satisfactory?
- Has student healthcare information been taken into account?
- Are supervisors adequately trained in first aid?
- Notify emergency services
 - Local police (8648 8020)
 - Emergency services (000)
 - Police Security (81169230)
- Are smoke alarms installed?
- Smoke alarms tested and working?
- Supply a site plan noting the location of the sleep-over to security services
- Have supervisors been trained in emergency action procedures?
- Are exit doors able to be opened without a key?
- Do supervisors have access to a telephone?
- Have all reasonable precautions been taken to reduce fire hazards?
- Is emergency lighting suitable?
- Are working torches on hand?
- Are toilet facilities readily accessible?
- Make sure you have an up-to-date list of emergency contacts for all people attending.

Day excursion checklist

4 weeks ahead – walking / local excursion

- Fill out proposal for excursion and submit to the Principal.
- Speak with finance officer if there is to be a charge incurred to participate.
Speak to finance officer - Book buses if required.
- Write the date in the diary at the front office and also on the whiteboard in the staffroom.
- Fill out risk assessment form and submit to Principal/ Work Health Safety Representative.

2 weeks ahead

- Send home consent forms and itinerary.
- Make arrangements for yard duty if required.
- Make arrangements for student not attending the excursion and leave info with the front office staff
- Confirm bus booking
- Check students have suitable bedwear.

On the day

- Leave a list of students and staff attending with the front office staff.
- If you are walking make sure you leave a map of the route taken.
- Take first aid kit and asthma kit with you.
- Take phone with you.

Proposal for School Camp / Excursion / Sleep-over

Summary

Class/es involved

Curriculum area

Campsite/venue

Days/dates

Departure/return times

Transport

Specialist instructor/supervisor skill requirements

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Supervision

Teacher-in-charge	Teachers	Other supervisors

Summary of key planning requirements

- Qualified and experienced specialist instructors/supervisors available?
- Staff-to-students supervision ratios satisfied
- Area/location, equipment/preparation and safety/supervision requirements of all planned activities achievable
- First aid, hazard assessment and contingency procedures in place
- Planning checklist achievable in full
- All other requirements of '*Camps & excursions guidelines for schools*' satisfied

Itinerary

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Program of activities

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Curriculum links

Student learning outcomes:

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Pre-camp work/assignments:

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Follow-up work/assignments:

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Swimming Check list

- Leadership will negotiate with pool staff re: session times.
- Buses will be booked by finance officer
- Teachers will be advised of individual class lesson times and transport arrangements.

2 weeks ahead

- Teachers will prepare a note to send home to parents with session times and medical information.
- If student is identified to have health care issues ie: asthma then a plan needs to be signed by the doctor and a copy needs to go with forms to the pool.

1 week ahead

- Check against class list
 - permission slips returned
 - health care forms on file are up to date
- Make arrangements for yard duty

On the day

- Early in the morning check students have medication, bathers and towels, caps and ear plugs etc.
- Everyday** give to office staff a list of students going offsite and time of departure and return
- Make arrangements for students not going to be supervised and give to office staff.
- Half an hour prior to session students need to change in the toilets
- 5 minutes prior to arrival of bus move students to designated pick up area
- Teachers need to take medical forms for all students signed by the parents to the pool
- Students with any health issues must have a copy of health care plan for the pool staff
- If taking medication ie: asthma puffer – check details are correct on the box
- On return to school** - medication must be returned to the front office where they will be archived
 - Students change in the toilets and return to class

Review November 2015