

TENISON WOODS CATHOLIC PRIMARY SCHOOL

Outdoor Education Policy

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Outdoor Education Policy

VISION STATEMENT

Tenison Woods Catholic School is a faith filled community with a commitment to:

INSPIRE, INNOVATE and EXCEL

DEFINITION

Outdoor Education is defined as activities (see appendix 1: Activity Types) that take place beyond the school setting and include learning experiences offered within the community and natural environment. Activities may include camps, excursions and sleepovers.

RATIONALE

Tenison Woods Catholic School is committed to providing positive learning experiences for all students. We acknowledge the Australian Curriculum and contemporary practice in Australian Schools emphasising learning in the following ways:

- personal and social action
- participation with the wider community
- practical applications

Activities such as camps, excursions and other outdoor activities can greatly enhance the progress of this learning, offering new, varied, challenging and practical experiences across the learning areas. These activities are viewed as an integral part of the school curriculum and both enrich formal learning and develop social skills and values. It is also realised that these activities in some circumstances can become some of a student's most significant and meaningful educational and life experiences. Visible Wellbeing – Growth, fixed mindset, building resilience.

All teachers should therefore seek to schedule such experiences in their educational programs. There is an emphasis that learning must occur in a safe environment, which can best be achieved by preparation based on the information presented in this document.

AIMS

We aim to develop in all students:

- an awareness, knowledge, appreciation and respect for the environment
- an enhanced self-concept through experiencing success in positive and challenging outdoor educational activities
- an understanding of the social skills needed to work and learn cooperatively

This policy is to be used in conjunction with the CEO EXCURSIONS, CAMPS, ADVENTURE, PHYSICAL & SPORTING ACTIVITIES POLICY available at: <u>https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-1714</u>

IMPLEMENTATION

Outdoor Education experiences at Tenison Woods Catholic School will embrace a variety of inclusive practices.

We aim to involve all children in:

- a variety of activities which promote positive outdoor and environmental interests
- at least three (3) residential camp experiences in their Primary School Years
- at least four (4) excursion / incursion experiences per year

Aquatics

Year 3-7 Beach Safety or Aquatics annually

Camps

It is suggested that camp experiences occur on a 3 yearly cycle. The following guidelines have been established to enhance the Outdoor Education Policy and PE & Health programs offered at the school.

It is suggested that:

TIME	YEAR LEVEL	EXPERIENCE		
Annually	Year 6	Canberra – 3 nights		
3 Year Cycle	Reception /Year 1	1 night on site		
	Year 2	1 night off site		
	Year 3/4/5	1 OR 2 nights off site		

It is a requirement that the appropriate checklists / proforma's are to be completed (see appendices A – Q in Camps and Excursions policy and guidelines), twelve weeks prior for camps and four weeks prior for excursions, and forwarded onto the Principal for approval.

Incursions / Excursions

It is suggested that a variety of incursions / excursions are to occur throughout the school year and that these activities enrich the various learning experiences taught within school.

- For incursion administration refer the to the Bursar for budgets/costs etc.
- For excursions, consult the year level team and book accordingly

Selecting activities

Each activity planned for a curriculum will be designed to meet a range of student's learning outcomes related to the Australian Curriculum and the school's primary focus learning areas. **Criteria**

An activity should be considered for inclusion in the educational program after the following has been considered.

- student learning is linked to curriculum
- enough time is available for students to attain a safe level of proficiency
- the necessary safety precautions are in place and aligned to WHS practices
- the degree of inherent danger is manageable and has been accurately assessed through WHS risk assessments
- instructors are suitably qualified and police-checked
- the staff-to-student ratio reflects safe practice as recommended in the CESA policy
- equity issues have been satisfied. E.g. consideration of students who may not be able to participate because of disabilities or for financial, family, cultural or religious reasons

Staff refer to the Checklist Proformas located in the Outdoor Education Policy Folder when preparing for camps/excursions or sleepovers.

In order to locate, select and implement the appropriate and legal requirements for Camps, Excursions and Sleepovers, refer to the CEO Excursions, Camps, Adventure, Physical & Sporting Activities Policy <u>https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-1714</u>

When planning any excursion, camp or sleepover, staff must consider

- bushfire prone areas
- camp site accreditation
- consent forms
- contingency plans
- duty of care
- education officers, outdoor education teachers and aquatic centre staff qualifications
- facilities, supplies and equipment
- first aid
- health care
- injured or unwell children
- mandatory notification
- medical requirements of students and staff
- parental consent
- police checks of volunteers, instructors, officers and teachers
- private transport for small groups
- roles of Principal, teachers, trainee staff, volunteers
- safety and WHS requirements
- school contact person
- site selection
- specialist instructors
- standard of conduct
- sun protection
- supervision, both direct and indirect
- transport
- weather

	Activity types
Adventure	Generally associated with outdoor recreation and survival in natural environments. The activities may offer situations of
	personal challenge, such as bushwalking, rock climbing and
	canoeing.
Celebratory	A range of activities where achievements, cultural endeavour or
concentration	some other noteworthy occasion is celebrated eg Royal Adelaide
	Show, Come out etc.
Cultural	Visits to cultural centres, activities and performances, such as
	museums, art gallery etc.
Recreational	Associated with the leisure and recreation industry, eg visits to
	playgrounds, swimming carnivals.
Sporting	Participation by students in mainstream sporting activities and
	competitions, eg athletics carnivals.
Environmental	Investigation of students' natural environment and community, eg
and scientific	visits to coastal landforms, creeks etc
Workplace	Activities associated with the world of work eg factories,
visits	newspaper publishers.
Work	Individuals or groups of students participate in work-related
experience and	activities determined by the work placement provider.
vocational	
placement	

Summary Checklist for Planning Excursions

Any item that can't be ticked highlights a need for attention to a potential health or safety issue.

(1)	Initial Stage	\checkmark				
1.	Familiarise yourself with the Main Document of the Excursions, Camps,					
	Adventure, Physical and Sporting Activities: Procedures for Catholic Schools and					
	Preschools 2005, Sections 1 -15.					
2.	Gather information and plan camp/excursion in consultation with the					
	camp/excursion staff and with the Principal.					
3.	Submit proposal (Appendices A, B &D) to Principal (or delegate) for approval.					
4.	Once Principal approves proposal					
	 Initial response has met minimum number of participants 					
	 Prepare detailed budget (in consultation with bursar of financial 					
	officer) and submit with appropriate planning form to principal for					
	approval					
	 Submit to principal the draft letter to parents explaining curriculum 					
	relevance, student requirements, activities, costs, etc. refer to					
	appendices D and J					
	 Pass approved draft and camp planning form to administration and 					
	arrange for duplication and distribution to parents including					
	request for consent and any additional health care information					
	 Seek any other relevant approvals, e.g. CEO, DFAT, DEH 					
	 Organise personnel to meet required supervision levels 					
	 Arrange for forwarding deposit on bookings 					
5.	Planning form to relevant people for recording and implementation of accounting					
	procedures.					
6.	All bookings made.					
7.	Set date for payment of deposits in consultation with finance personnel and in					
	line with confirmation of all bookings.					
8.	Arrange for duplication and distribution of advice to parents, seeking consent and					
	medical information, with camp planning form attached.					
9.	Check that student health support needs have been taken into account.					
(2)	Activity Action Plan					
1.	Clear understanding of what is provided at the campsite?					
2.	Necessary equipment all organised?					
3.	Excursion staff-to-student ratios satisfactory?					
4.	Instructor qualifications correct for planned activities?					
5.	Sighted written evidence of police checks for campsite provider or instructor,					
	employee or volunteer if it can be reasonably foreseen that these people will					
	have an opportunity to have unsupervised contact with students. Note: All					
	school volunteers engaged after 19 May 2005 require police and other screening					
	checks.					
6.	Satisfactory transport arranged, particularly details relating to licensing, safety					
	and luggage. See main document Section 6: Transport					
7.	Contingency plans in place?					

8.	First aid coordinator appointed and resources organised?	
9.	Emergency services and police contacts organised?	
10.	On-site emergency transport available?	
11.	Special needs of students planned for?	
12.	Catering organised?	
13.	Cleaning needs met?	
14.	Student preparatory and follow-up work organised?	
15.	Excursion/Camp rules, duties, routines, behaviour management all considered and attended to?	
(3)	A few weeks prior	
1.	Determine level of student camp/excursion fee payments with administration.	
	Initiate any necessary action.	
2.	Obtain and distribute consent forms for completion by parents. Set return dates.	
3.	Advise others affected by camp/excursion-related absences,	
	e.g. duty rosters, meetings, library, canteen.	
4.	Arrange supervision for non-participating students.	
5.	Discuss details with participants, covering rules, expectations, routines, clothing,	
	personal needs, expenses, meals etc.	
(4)	One week prior	
1.	Book out suitable First Aid Kit. First aid coordinator to make copies of all	
	necessary information, medication schedules etc.	
2.	Review planning and compile checklist of tasks to be completed in the next	
	week(s) time.	
3.	Ensure all excursion/camp fees paid, all consent and medical forms returned.	
4.	Compile emergency contact numbers (students, leadership team members,	
	camp) to be left with school contact person and admin.	
5.	Prepare rosters etc. required on excursion/camp.	
6.	Advise administration of any cheques required.	
7.	Confirm up-to-date advice to relevant agencies,eg National Parks and Wildlife.	
8.	Meet with school leadership team to confirm roles, responsibilities, health	
	support needs (on a need-to-know basis only), contingency plans and other	
	arrangements.	

Risk and Safety Management Checklist and Excursion Risk Management Plan

Checklist and Risk Management

1	Is a previous risk assessment for the excursion available? If so, review and update, considering such issues as changes to the student group, the effectiveness of the controls and any previous incidents; then go to 8. If not, proceed to 2.	√ □
2	Obtain venue information by visiting (the teacher must obtain authorisation from the Principal to undertake inspection visits) activity venues and locations prior to the excursion and in the same season as the planned activities. To assist in planning excursions, information is available on the OHSW website for frequently used venues http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/View/Collection-2779 or	
	Home > CESA SerRisk Assessments - Guides Listing vices > OHS&W >	
	If no venue and safety information is available contact the venue.	
	Depending on the nature of the excursion and the proposed activities, enquire about:	
	◆ Public liability cover □	
	♦ Accreditation of the venue and its staff for the task/activity □	
	 Access and special requirements e.g. for students with special needs □ 	
	 Emergency procedures and relevant training of venue staff 	
	♦ Known hazards and controls related to proposed activities □	
	 ◆ Equipment available; ask venue to confirm that equipment and machinery are maintained, repaired and in good working order with safety features operational □ 	
	 ◆ Use of licensed personnel for construction, maintenance and repairs □ 	
	◆ Availability of appropriate facilities e.g. showers, refreshments, toilets □.	
3	Assess venue and safety information for your student group. Note this and attach the venue and safety information to your risk management plan.	
4	In consultation with key stakeholders, analyse the excursion and list the activities, that is, break the excursion into its parts e.g. getting to and from the venue, being at the venue, each of the major activities at the venue, having meals and staying at the accommodation.	
5	Identify the hazards associated with the activities and the potential risks associated with these hazards. Take account of previous incidents and venue and safety information. See below for guidance in completing the Excursion Risk Management Plan Proforma for categories of hazards and refer to CESA online for sample risk assessments <u>http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/View/Collection-2779</u> or	
	Home > CESA SerRisk Assessments - Guides Listing vices > OHS&W >	
	Consider what could go wrong, that is, the potential injuries or illnesses that could occur. Hazards are the sources of these potential injuries or illnesses.	
	♦ Travel	
	Consider aspects of travel that may present a hazard such as walking to and from the train, crossing the road, transport to the venue. Note: If the excursion is more than 20 minutes from a medical facility a suitable <u>First Aid Kit</u> is mandatory.	
	 ♦ Venue 	

5(cont		Consider aspects of the excursion venue that may present a hazard such as location near water, cliffs, crowds, slippery floors.	
	•	Excursion Program Activity	
		Consider the activities of the excursion program that may present a hazard such as hazards of bushwalking, collecting leaves, observing animals, swimming, singing at an eisteddfod, climbing.	
		Considering age, maturity, physical stature, ability level and readiness of the students how appropriate the activities are to the nature of the group.	
		Consider the use of protective clothing and equipment according to recommended practices for the activity (e.g riding helmets, wet weather gear, correct footwear, hats for sun protection, sunscreen).	
		Are the student:teacher ratios compliant for the activity?	
		What alternatives have been planned in case activities are suddenly cancelled?	
		What group management strategies are in place, including the possibility of an additional activity where participants spend considerable time waiting their turn.	
	٠	Equipment	
		Consider any equipment that may present a hazard such as sporting equipment, high risk equipment at the venue.	
	•	Environment	_
		Consider aspects of the environment that may present a hazard such as weather conditions, natural hazards such as bushfires, floods or storms, the nature of the terrain, plants and animals.	
	٠	People	
		Consider aspects of people that may present a hazard such as poor behaviour, the nature of participants such as maturity, age and skill, child protection issues, medical conditions or disabilities.	
		Have personnel who may have the opportunity of unsupervised contact with children been police checked. Note: All school volunteers engaged after 19 May 2005 require police and other screening checks.	
		Staff qualifications and/or experience specific to the activity, the nature of the group and the venue to be used.	
	•	Accommodation	
		Consider aspects of accommodation that may present a hazard such as insufficient supervision, standard of accommodation and amenities, meal menus and allergies, security and child protection issues.	

(cont	♦ Other							
	Consider other h	azards related to sp	pecific excursions.					
							_	
	Assess the risks assoc and thus a priority or			sk assessment mati	rix. This gives a ri	sk ranking		
	Risk Calculator							
LIKELI	HOOD	CONSEQUENCE						
		Insignificant	Minor	Moderate	Major	Catastrophic		
		No treatment/ first aid only	Medical Treatment	Significant non- permanent injury	Extensive permanent injury	Death/permai disabling injur		
	st certain to occur in most nstances	High	High	Extreme	Extreme	Extreme		
Likely	to occur frequently	Medium	High	High	Extreme	Extreme		
Likely	to occur at sometime	Low	Medium	High	Extreme	Extreme		
Unlikely to occur, but could happen		Low	Low Medium High Extreme			Extreme		
May c	occur, but probably never will	Low	Low	Medium	High	High		
ime /	Allocation According to	Level of Risk						
Low	risk	Take reasonable ste	os to minimize the risk	, should be dealt with but	not urgent (within 3 m	onths)		
Med	ium risk	Take reasonable ste	os to minimize the risk	as soon as possible (with	in 1 month)			
High	risk	Act immediately to r	Act immediately to minimize the risk (within 24 hours)					
Extre	eme risk	Act immediately to r	ninimize risk					
	Develop appropriate s	tratogica to alimina	to the visk or if th	is is not reasonably	nuncticable contr	ol the views		
	using the hierarchy of Hierarchy of Controls: Eliminate the haz particular high ru the hazard: Rep	controls. card: Remove the h isk activity such as lace the activity, n	azard. Change th abseiling in high	e activity or stop usi wind; do not use hig ment with a less ha	ng it e.g. do not u h risk equipment.	ndertake a Substitute		
		d: Isolate the hazar		at risk; isolate throu coastal walk has fer	-	e.g. select		
			-	seatbelts and ensur	-	favailable.		
	• Use administrativ		h procedures and	l safe practices e.g. s	upervision of stud	ents, clear		

	• Use personal protective equipment: Use appropriately designed and properly fitted equipment such as safety goggles, hats and sunscreen, helmets, in conjunction with other control measures identified from above.	
8	Document the Risk Management Plan that follows including procedures to be implemented in emergencies, a communication plan.	
9	Communicate the plan to excursion supervisors. Provide relevant information to participants and their families.	
10	Review the excursion risk management plan on completion of the activity/excursion.	
11	If a satisfactory risk management plan cannot be developed the activity should be avoided.	
12	Assistance is available from the OHSW consultants at the Catholic Education Office, Ph 83016600.	

Risk Management Plan							
Name of School		Group/Class	Group/Class: Number in group/class				
Name of Principal		Name of Tee	Name of Teacher in Charge:				
Description and location of excursi	on		Contact nun	nber:			
Date (s) of Excursion			Accompanyi	ing staff, par	ents, careg	jivers, volunteers	
Hazards Identified	Likelihood/Consequences	Current Controls		Effective Yes/No	Risk Rating	New/Additional Controls Required	Re-rate Risks
Emergency Plan (attach if necessar	ry)				•	·	•

Hazards Identified	Likelihood/Consequences	Current Controls	Effective Yes/No	Risk Rating	New/Additional Controls Required	Re-rate Risks

Risk Assessment Authorised By:

Date

Checklist and Risk Management 6 pages in total

Sleepover Checklist

The completed checklist **must** be approved by the principal/preschool director prior to conducting a school/preschool sleep-over. **(Use in conjunction with 11.6 'Sleepovers')**

Any item that can't be ticked highlights a need for attention to a potential health or safety issue.

1.	Will the sleepover be led by excursion staff experienced in supervising students/children in out-of-school/preschool-hours situations and suitably screened (e.g. volunteers police checked etc.)?	
2.	Is the excursion staff to-student/child ratio satisfactory?	
3.	Have parents been asked about any additional health care needs of students/children that may need to be taken into account?	
4.	Are an adequate number of excursion staff appropriately trained in first aid?	
5.	Have emergency services been notified:	
	a) Police?	
	b) Local fire service?	
	c) Security service?	
6.	Have emergency services been supplied with a site plan noting the ground floor/single storey location of the sleepover?	
7.	Are excursion staff familiar with emergency action procedures?	
8.	Are exit doors able to be opened from inside without a key?	
9.	Are procedures in place for dealing with harassment by non-participants?	
10.	Do excursion staff have ready access to a telephone with emergency numbers programmed / displayed?	
11.	Have all reasonable precautions been taken to reduce fire hazards?	
12.	Are required smoke alarms and exit lights installed?	
13.	Is the smoke alarm tested and working?	
14.	Is emergency lighting, including working torches, in place and suitable?	
15.	Are fire extinguishers installed, with current service tags?	
16.	Are toilets and other washroom facilities safe and readily accessible?	
17.	Will excursion staff ensure that there are no naked flames, e.g. candles?	

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