



TENISON WOODS CATHOLIC PRIMARY SCHOOL

Outdoor Education Policy

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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:

<https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-1714>

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 <https://online.cesa.catholic.edu.au/docushare/dsweb/View/Collection-1714>

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

Appendix 1

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 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 and scientific	Investigation of students' natural environment and community, eg visits to coastal landforms, creeks etc
Workplace visits	Activities associated with the world of work eg factories, newspaper publishers.
Work experience and vocational placement	Individuals or groups of students participate in work-related activities determined by the work placement provider.

Appendix 2

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	✓
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.	<input type="checkbox"/>
2.	Gather information and plan camp/excursion in consultation with the camp/excursion staff and with the Principal.	<input type="checkbox"/>
3.	Submit proposal (Appendices A, B &D) to Principal (or delegate) for approval.	<input type="checkbox"/>
4.	Once Principal approves proposal	
	♦ Initial response has met minimum number of participants	<input type="checkbox"/>
	♦ Prepare detailed budget (in consultation with bursar or financial officer) and submit with appropriate planning form to principal for approval	<input type="checkbox"/>
	♦ Submit to principal the draft letter to parents explaining curriculum relevance, student requirements, activities, costs, etc. refer to appendices D and J	<input type="checkbox"/>
	♦ 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	<input type="checkbox"/>
	♦ Seek any other relevant approvals, e.g. CEO, DFAT, DEH	<input type="checkbox"/>
	♦ Organise personnel to meet required supervision levels	<input type="checkbox"/>
	♦ Arrange for forwarding deposit on bookings	<input type="checkbox"/>
5.	Planning form to relevant people for recording and implementation of accounting procedures.	<input type="checkbox"/>
6.	All bookings made.	<input type="checkbox"/>
7.	Set date for payment of deposits in consultation with finance personnel and in line with confirmation of all bookings.	<input type="checkbox"/>
8.	Arrange for duplication and distribution of advice to parents, seeking consent and medical information, with camp planning form attached.	<input type="checkbox"/>
9.	Check that student health support needs have been taken into account.	<input type="checkbox"/>
(2)	Activity Action Plan	
1.	Clear understanding of what is provided at the campsite?	<input type="checkbox"/>
2.	Necessary equipment all organised?	<input type="checkbox"/>
3.	Excursion staff-to-student ratios satisfactory?	<input type="checkbox"/>
4.	Instructor qualifications correct for planned activities?	<input type="checkbox"/>
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.	<input type="checkbox"/>
6.	Satisfactory transport arranged, particularly details relating to licensing, safety and luggage. See main document Section 6: Transport	<input type="checkbox"/>
7.	Contingency plans in place?	<input type="checkbox"/>

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

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.

◆ **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.

◆ **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.

	♦ <i>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.</i>	
8	Document the Risk Management Plan that follows including procedures to be implemented in emergencies, a communication plan.	<input type="checkbox"/>
9	Communicate the plan to excursion supervisors. Provide relevant information to participants and their families.	<input type="checkbox"/>
10	Review the excursion risk management plan on completion of the activity/excursion.	<input type="checkbox"/>
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			
<i>Name of School</i>		<i>Group/Class:</i>	<i>Number in group/class</i>
<i>Name of Principal</i>		<i>Name of Teacher in Charge:</i>	
<i>Description and location of excursion</i>		<i>Contact number:</i>	
<i>Date (s) of Excursion</i>		<i>Accompanying staff, parents, caregivers, volunteers</i>	

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

Emergency Plan (attach if necessary)

Risk Assessment Authorised By:

Date

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

Appendix 4

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