



Camps and Excursions

Policy Code: FFR-C &
EP
To be Reviewed: 2018
Ratified: 2015

Identity Statement

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

Graduate Outcomes

We endeavour to create graduates who will:

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Basic Beliefs

School camps and excursions:

- Are valuable life experiences in which all children should have the opportunity to participate.
- Provide opportunities for children to experience different environments and acquire skills appropriate to these environments.
- Provide learning opportunities that can enhance the student's knowledge.
- Provide opportunities to enhance student social skill development.

Aims

- To develop student initiative, responsibility, self- discipline and co-operation.
- To provide experiences to which students may not otherwise be exposed.
- To provide experiences around which the curriculum can be developed and extended.
- To increase the students' awareness of the world in which they live.
- To foster an appreciation and enjoyment of the environment and to develop a sense of inquiry.
- To learn about living in harmony with the natural environment.

Agreed Major Teaching and Learning Strategies

- Group and whole school excursions include sporting, cultural, entertainment, educational and environmental experiences.
- To provide a range of experiences that involve a progression of distance and time away from home.

Organisation



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Year Foundation, 1 & 2: Day trips (examples: Melbourne Zoo, Science Works, Kyabram Flora and Fauna Park or a local excursion).

Year 3 & 4: Alternate year camps of two nights in duration (examples: Echuca, Harrietville, Sovereign Hill or a local excursion).

Year 5 & 6: Alternate year camps of one to three nights in duration (examples: Canberra, Harrietville, Melbourne or a local excursion).

** The above outline shows a progressive development of independence and initiative**

Parental Involvement

All parents involved in camps and excursions must have a current Working With Children Check.

In order to develop the children's independence as much as possible it is our belief that the parental role in school camps should be minimal within the constraints of staffing needs, pupil-teacher ratios, etc.

When selecting parents for camps and excursions the following factors **may** be considered:

- (i) Suitably qualified persons with a medical background (eg. nurse or doctor).
- (ii) Parents who have had experience in dealing with groups of children and who demonstrate a capacity to manage children in a positive way.
- (iii) Where there are a number of offers for parent help beyond the school's needs, a ballot of suitable parents could be conducted.

Planning

- Permission notes and medical forms (see Appendix 1) need to be completed before all external (non-local) day excursions.
- Permission notes need to be completed and returned before all excursions, including a medical form (see Appendix 2) for overnight camps.
- Excursions may be undertaken after consideration of the educational value of individual events and their relevance to the curriculum.
- Excursions may arise out of planned curriculum activities.
- Consideration will be given to:
 - Duplication of family outings
 - Number and timing of excursions throughout the year
 - Staffing and impact on school
 - Adequate participation
 - Total cost per annum for families
 - Duration and location
 - Medical and physical capabilities of participants.
- Excursion folders (including an Occupational Health and Safety risk assessment of the site(s) visited should be undertaken and documented prior to each nominated external excursion) are to be taken on all external excursions.
- First Aid supplies should be taken on all external excursions, including specialised medication or supplies pertaining to students with documented medical issues (e.g. allergies etc.).
- Risk assessment needs to be completed and handed to the principal prior to the excursion.

Evaluation

- Teacher assessment of camps/excursions relevant to unit outcomes (e.g. through use of a PMI).
- Student comments post excursion or camp.
- Classroom activities post excursion or camp.

Program Budgeting

Excursions are to be paid for by parents prior to the event, **HOWEVER NO CHILD SHOULD BE EXCLUDED FROM AN EXCURSION BASED ON THEIR FAMILY'S INCAPACITY TO PAY.**



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Monitoring Program Implementation & Policy Development

A reflection should be completed relative to the relevance of camps/excursions against the standards of each Victorian Curriculum level.

Miscellaneous Considerations:

It is expected that children who do not engage in the camp experience, for whatever reason, are to attend school.

Monitoring Implementation Program & Policy Development

- This policy will be reviewed on a 3 year cycle in accordance with the COSSI.

Principal Signature: _____

School Board Chair Signature: _____