

# *Camps, Excursions and Incursions Guidelines*

## **PREAMBLE:**

Camps and excursions are a valuable part of a student's educational program. As much of a student's learning occurs outside the confines of a classroom, camps and excursions are a means of using resources to enhance and enrich student learning.

All students need equitable access in participating therefore; teaching staff discuss with senior staff any concerns they have about individual family financial situations which may prohibit individual student participation; at this point decisions to use the social justice fund are made.

Camps and excursions are planned to support curriculum area and serve an educational purpose. Teachers build into their class-teaching program a lead-up to camps/excursions and a follow-up afterwards. This may involve all areas of study and may cover a term or part thereof. With this in mind camps and excursions will generally be organised on a "class" rather than a "year-level" basis. (Exceptions to this may occur where there are stringent guidelines associated with age limit criteria such as swimming and aquatics).

It is not an expectation that every teacher will be able to take his/her class on a school camp. This will depend on a teacher's personal situation and circumstance. Teachers unable to take their class on camp, *negotiate with other staff members about their participation on class camps.*

In the situation of composite classes all students in the class will attend the camp or excursion planned by the class *teacher if and when it is related to the curriculum and/or applicable.*

Students with severe and multiple disabilities are also be given the opportunity to participate in camps and excursions. Teaching staff with the support of senior staff need to:

- develop risk assessment plan
- plan for excursions and camps well ahead of time
- *inform front office staff of planning well ahead of time.*

## **PRINCIPLES:**

The school aims to provide 'camp like' and excursion opportunities for students so that they may:

- learn in and out of class/school situations
- live and work in groups, outside of home and school environment
- further develop social skills such as co-operation, tolerance, communication, individual and group interaction
- further develop their problem solving and life survival skills
- interact with adults and other students on a closer personal level than is normally achieved in the classroom situation
- extend their understanding of their physical and cultural environment

## **RESPONSIBILITIES OF LEADERSHIP:**

The Principal or delegate in consultation with teaching staff and others has a responsibility to:

- ensure that the leader of students with disabilities has commenced discussions with the team taking students on camp focusing on inclusion of students with disabilities
- ensures that the consultation process between teacher, school and parent of a child with disabilities has commenced well in advance to assist with planning and risk prevention

- supervise the organisation of a camp or excursion
- ensure that financial costs allow for all students to participate
- ensure suitable arrangements are made for the safety of students and adults involved in the camp/excursion through contingency plans and risk assessment plans
- ensure that Department of Education and Child Development guidelines are met
- ensure that the program conforms to school policies including social justice
- ensure that all staff have training and development and access to information so that effective programs can be developed
- ensure that staff are familiar with the excursion site or camp so that maximum use can be made of the program
- ensure that the teaching staff in choose campsites which meet acceptable safety standards
- provide and offer opportunities for time payments by parents.

### **RESPONSIBILITIES OF TEACHERS:**

**Teachers have a responsibility to:**

- provide opportunities for a wide range of educationally valuable outdoor experiences through camps or excursions specifically connected to the class teaching and learning program
- *provide the appropriate forms including risk assessments and contingency plans to admin SSO for processing:-*
- *Camp - no less than 8 weeks in advance when planning a camp, with the aim of notes going home to parents six weeks in prior*
- *Excursion/Incursion - five weeks when planning an excursion/incursion, with the aim of notes going home to parents three weeks in advance*
- *Ensure all paperwork is saved to staff/camps & excursions*
- *endeavour to book buses fitted with seatbelts and/or are accessible (if required)*
- ensure that a camp or excursion does not discriminate against students because of cost
- ensure that the program is forwarded to the Principal for approval
- draft an annual program in consultation with all staff so that there is coherence between years and so other school activities can be adjusted
- notify parents of the intent, purpose, venue, date and *requirements of off-site camps to be held that year no later than the end of Term 1 (or where additional opportunities arise during the year, well in advance)*
- ensure that all off site camp/excursion fees are received no less than 10 days prior to the event
- ensure that the program is balanced and suitable for the age group
- ensure Department of Education regulations and guidelines are followed
- *ensure that private cars are not used unless in an emergency and only when the vehicle used is fitted with a car seat with appropriate restraints for students 8 and under. The driver holds a current driver's license (full or provisional). The car being driven is registered. The driver understands that neither the school/preschool nor Department for Education accepts responsibility for any claims which may result from a vehicle accident. Seat belts in the car will be used by all passengers. The car being driven is covered by the following insurances: Third Party Property or Comprehensive Insurance as per p139 DECD Camps and Excursions Guidelines.*
- ensure that all medical information and medication is collected and available
- ensure first aid knowledge and provisions are available
- complete an evaluation of the camp/excursion

- as part of the school's behaviour education procedures ensure that parents are advised well ahead of time, of their child's potential exclusion from camp based on risk assessments developed by the teacher and in consultation with the principal
- ensure that contingency plans and risk assessments are developed at the planning stage
- ensure that the chosen campsite meets acceptable safety standards
- *ensure planning for a camp in term 1 of any year begins term 4 of the year before, in order for staff to consult with teaching team, including new teachers to the school and to reach agreement of attendance and/or allow time to negotiate attendance by another staff member.*
- *Advise front office of students not attending and which class they are placed in for the length of excursion/camp*

#### **RESPONSIBILITIES OF STUDENTS:**

Students have a responsibility to:

- participate in class planning for the camp/excursion
- follow the direction of teachers and parent helpers
- observe school and class behaviour code
- act responsibly with other students
- act responsibly to care for others' property and rights
- be responsible for one's own belongings
- provide feedback on the camp/excursion.

#### **RESPONSIBILITIES OF PARENTS:**

Parents have a responsibility to:

- support the school's program by encouraging their child's participation in camps/excursions
- participate in discussions about the inclusion/exclusion of their child
- notify the school if cost of camp/excursion prohibits participation of their child
- assist on camps/excursions when asked by teachers
- provide full medical information and any required medication
- *parents of children with severe and/or multiple disabilities actively participate in the consultation process for their child's inclusion and together with the school find solutions to problems*
- *parents who volunteer to attend camps or excursions to wait for confirmation regarding their attendance prior to scheduling time off work.*

#### **RESPONSIBILITIES OF SCHOOL SERVICE OFFICERS**

SSOs have the responsibility to:

- *attend camp during the day particularly to support students with severe and /or multiple disabilities*
- *negotiate attendance on excursions during the day to support a student with disabilities depending on the risk factors determined through the risk assessment.*

#### **FREQUENCY:**

**Excursions:**

The number of excursions in any one year will vary amongst classes and will depend upon the classroom teacher's evaluation of the needs of the students bearing in mind the principles underlying these guidelines.

### **A 'Camp Like' Experience:**

**Our aim is to provide students with opportunities for 'camp like' experience and for teams to plan for at least 3 camp like experiences across a student's education R-7. Teachers are responsible for documenting the year and location of the camp like experience in student blue folders which are passed onto the teacher of the following year.**

### **'Camp Like' Experiences include:**

- **Movie nights at school**
- **Sleep over at school**
- **Sausage sizzles or pizza dinners at school**
- **An overnight stay off site - A School Camp**

***The school does not support camps taking place in term 4.***

***The terms of these guidelines are not to be interpreted as binding requirements on East Adelaide School or school staff. The sole purpose of these guidelines is to provide parents with information concerning desired outcomes which the teaching staff of East Adelaide shall endeavour to implement. This policy is subject to change from time to time. Copies of the latest policies, guidelines and procedures can be accessed from a link on the school website.***