



EXCURSION POLICY

Our Vision

We seek to build a learning community, enriched by diversity and united in faith for today, tomorrow and into the future. Therefore our mission is to build a community that celebrates faith, learning and diversity.

Strategic Goal: To implement quality school curriculum programs that support and encourage life long learning roles

Goal: To develop quality school and classroom plans/programs that actively engage teachers and students in learning

School Motto: United in Faith

Four Pillars

- Faith: We celebrate our FAITH by living Gospel Values
- Diversity: We celebrate DIVERSITY by embracing each person's unique identity and giftedness
- Learning: We celebrate LEARNING by striving for excellence in a student-centred environment
- Community: We celebrate COMMUNITY by promoting a spirit of togetherness

Introduction

We are committed to creating a vibrant Catholic community, acknowledging and celebrating diversity, enriched by and united in faith. Our policy documents are based on our deep understanding of the vision and mission of Jesus, and our core purpose of building the kingdom of God. This policy is also informed by our understanding of the importance of the educational setting for learning and the importance of real-life experiences to engage learners.

Rationale

At Our Lady of the Way we work together as a community of teachers, students and parents toward quality learning for all students. We value opportunities for students to experience other than the school setting for their learning.

We believe we are all lifelong learners and that practical experience enriches our capacity as learners. Excursions support learning programs across the Key Learning Areas.

At Our Lady of the Way School we endeavour to provide rich and engaging learning experiences for all students. It is the responsibility of everyone in the community to strive to make this happen.

Consequences

In implementing this policy, Our Lady of the Way school, in partnership with our families will consider:

- special needs of individual students including students with disabilities
- goals and needs of students on IEP's and ILP's
- issues of equity and justice
- ability of individual students to behave appropriately in settings outside the school
- issues of safety for all students outside the school
- issues regarding adequate supervision outside the school

Therefore we will:

- o provide opportunities for students across the grades to attend excursions
- o provide opportunities for excursion experiences across the Key Learning Areas
- o provide opportunities for senior students to experience camp or overnight excursions
- o develop a process for student attendance of excursions related to their level on the student code of conduct

Procedures and practices:

As teachers have a special duty of care to students on excursions, we recognise that the following must be in place to ensure activities are well organised and provide maximum safety:

Before the Excursion

The supervising teacher(s) should:

- provide full details of the proposed activity, including Risk Management Form, to the Principal four weeks in advance and obtain the necessary approval to conduct the excursion. It is necessary to complete the Submission for Excursion/Camp/Bus Travel form which includes GST considerations. All costing done is to be completed prior to informing the Principal.

- take into account other planned activities within the school community which may arise around the proposed date of the excursion and make appropriate modifications if required.
- note it is advisable to provide complete excursion details to parents/carers at least two weeks in advance and ensure that permission notes are obtained. By informing parents of these plans well in advance it allows them time to make any necessary arrangements. Please ensure the Office has a copy of any notes. No child will be allowed to attend without a signed consent form or verbal approval given to the teacher.
- accompanying adults may need to find alternative transportation to and from excursion venues depending on availability of seats with the student transport
- invite accompanying adults and advise them that only the students enrolled at the school will attend the excursion, for supervision and safety reasons no siblings will be able to attend.
- ensure that special needs of all children are considered when planning excursions. Ensure that relevant medical knowledge of students has been obtained to be taken on excursions. Eg epi-pen
- check the contents of the First Aid kit before excursion takes place
- ensure that activities chosen are suitable for children of the age, experience and capacity to safely undertake the activity. The planned excursion should supplement and enrich the Teaching and Learning Program.
- organise parent helpers to assist on day of excursion. Where possible organise adult helpers (teachers, school officers, parents) to children at a suggested ratio of 1 helper per 10 children (Year 4-7), 1 adult to 5 children (Prep -3). Adequate supervision ratio must be maintained at all times. Due consideration of the nature of the activity and the age and needs of the students is to be taken into account when organising the ratio of students to adults. Consideration of the expectations of the venue will also be taken into account.
- when organising an excursion for a small group of students, and teachers wish students to be transported by car, permission must be sought from students' parents, who will be informed of the names of the drivers. At all times children must travel in a car which is registered and has seat belts for every child. Driver's license and car registration should be sighted and photocopied. These will be kept on file at the office.
- the organizer of the excursion will consider if the vehicle of an adult attending the excursion needs to be available at the excursion venue should a transportation need arise.
- a mobile phone will be taken on all excursions to ensure the group can be contacted at all times. Where the excursion has several groups in different spaces the adults will be asked to be available to the teacher by mobile phone.
- outline all learning and behaviour expectations with the students and ensure all adults have the necessary information to be supportive on the excursion. Clarify all meeting times and places.

During the Excursion:

The supervising teacher(s) should:

- take a mobile phone on the excursion.
- ensure that students wear seatbelts where provided on buses
- actively supervise students even when a particular activity is being conducted by a trained person who is not a teacher
- promptly inform the Principal or school administration if a student has been involved in an accident and complete any relevant accident documentation after the accident.
- conduct a head count (visual or physical) regularly especially at any point where movement between spaces or venues occurs
- ensure all children are accompanied to the toilet facilities
- remind students to continue to adhere to the learning and behaviour expectations during the excursion experience

Special Arrangements:

Special arrangements may include overnight excursions and near water or water excursions.

Overnight Excursions:

In addition to other factors already listed it is essential that:

- at least one teacher has CPR training
- detailed written medical information has been obtained from parents prior to any overnight excursion
- mixed groups must be supervised by at least one male and one female adult
- provide full details of proposed activity to Principal and parents at least 6 weeks in advance

Water Activities:

In addition to other factors already listed it is essential that:

- at least one teacher has CPR training
- students are closely supervised at all times
- parents are informed of the exact nature of the activities and have given permission for such
- teachers have detailed knowledge of each child's swimming ability

Special Notes:

- students unable to attend any excursion must be ensured adequate supervision at school

The effectiveness of this policy will be evaluated at the end of 2010 and may involve feedback from staff members, students, parents and other members of the community.