



CAMPS AND TOURS

YEAR 5 TO YEAR 12

1.0 Rationale

St Mark's Anglican Community School believes that camps and tours form an integral and sequential part of our curriculum and provide experiences and activities central to students' academic and personal development.

We believe that school camps and tours offer a unique prospect for learning for our students. Through camps and tours, students are given the opportunity to experience a wide of range of activities beyond the usual school settings. Students are able to interact with their teachers and peers in a setting vastly different from the classroom.

A school priority is establishing harmonious school community relationships for the achievement of common goals. Camps are a natural extension of school life incorporating the overall philosophy and values of St Mark's within the community.

Camps offer broad based, experiential education in new environments, which are diverse.

They are designed to develop a variety of skills and values, including:

- communication • responsibility
- experiential learning • cooperative learning
- self-reliance • leadership skills
- safety skills • resilience
- self-esteem • initiative
- life skills

2.0 School Values

Knowledge is the experience of ongoing learning as a way of gaining new facts, truths and principles. A person's motivation is driven by the reward of new understanding that is gained intuitively.

Respect with Trust is respecting the worth of another through the capacity to hear another's thoughts and feelings actively and accurately. With trust, people are able to express personal thoughts and feelings in a climate of mutual confidence in one another's integrity.

Confidence and Achievement result (or occur) when people have a realistic and objective confidence that they have the skill to accomplish something noteworthy and admirable in the world, in education or in work, and to feel that those skills are a positive contribution.

Responsibility is about showing the ability to be personally accountable for, and in charge of, a specific area or course of action as an individual or in an organization or group.

Community is about the recognition and will to create a group (of peers) for the purpose of ongoing mutual support and betterment of each individual. Members commit to the community, its members, and its purpose so that both independent creativity and interdependent co-operation are maximized simultaneously.

3.0 PRIMARY SCHOOL

Year Five New Norcia

3.1 Expected Outcomes

As a result of their involvement in camps the students will:

- integrate and exhibit the Five Golden C's of Courtesy, Consideration, Cooperation, Common Sense and Courage
- demonstrate personal growth and resilience
- be motivated to become knowledgeable about environmental and sustainability issues
- be immersed in the history and appreciate the uniqueness of Western Australia
- maximise the opportunity to have enjoyable and memorable educational experiences through a variety of activities that focus on the development of social interaction skills and collaborative team strategies.
- develop a sense of community
- respect and appreciate the environment
- seize the opportunity to develop leadership skills

3.2 Learning Area Integration

Primary School Camps and outdoor activities involve children in developing a range of cross-curricular skills and strategies, including the following:

3.3 Physical Education

- Cycling, swimming, running, snorkelling, walking, surfing and games.

3.4 Science

- Sustainability, Marine Science, ecosystems, animal adaptations.

3.6 Health

- Interpersonal relationships, healthy lifestyles, healthy diet, exercise and fitness, and self-management.

3.7 History

- Aboriginal presence, Rottnest Island history, World War II, Dutch explorers to Australia, settlement of Perth, Fremantle, Rottnest and New Norcia.

3.8 Geography

- Mapping, landforms, human impact on the environment. Demographics influenced by reserves and the natural environment/climate.

3.9 English

- Writing, reading, speaking, listening, and viewing.

3.10 Mathematics

- Measuring and estimating, calculating speed and time sequences, converting measures of volume and mass in real life situations.

The capacity of camps and tours to push students beyond their comfort zone, develop confidence and connect with the self, others and the environment is so evident that St Mark's

4.0 MIDDLE SCHOOL

Year Six Ern Halliday (Transition)

Year Seven Rottnest Island

Year Eight Canberra

Middle School promotes a camps and tour program which is a pivotal component of pastoral care and the academic curriculum through Years 6 to 8.

4.1 Expected Outcomes

- To provide shared year experiences and a sense of group cohesiveness
- To reinforce and extend classroom learning
- To facilitate development of skills and knowledge useful beyond the classroom
- To provide a programme that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance
- To live the School values

4.2 Year 6 Ern Halliday Camp

The main focus of the camp is orientation. The program of activities is designed to allow students to get to know their peers, fellow Form and House members and teachers in an informal environment. The activities will ensure the students are more confident and better prepared to face the challenges of Middle School and include abseiling, flying fox, rock climbing, team games, beach games and orienteering.

The focus is on all School values, but particularly **Community** and **Responsibility**.

4.3 Year 7 Rottnest

Students are able to gain important life and study skills. With their newly-acquired skills, they gain the confidence, motivation and interpersonal skills to apply them effectively in their lives.

The **academic outcomes** are: Enhance student learning

Motivate students to seek more knowledge

Plan study programs

The **student outcomes** are:

- Improve self-esteem and self-awareness
- Set personal goals
- Manage mental and physical health

The focus is about learning how to have the right balance between academia and social activities and being accountable for the choices that are made in the learning journey in the life of a student.

The lead School values are **Confidence and Achievement** and **Knowledge**

4.4 Year 8 Canberra Tour

The tour expands student's understanding of civics and citizenship, rights and responsibilities, and promotes pride in our capital city. This is a wonderful chance to explore all that Canberra has to offer over seven action-packed days. Civics and citizenship, including the history of Federation, is studied in the Year 8 Humanities course in the lead up to the tour.

The lead School value is **Respect with Trust**.

5.0 SENIOR SCHOOL

The Senior School Camp Program is designed to build on the core values established in the Middle School Program. Each camp will focus on different aspects of the five school values, in order to provide unique opportunities in the development of our students.

Year Nine	Swan Valley Adventure Camp
Year Ten	South West WA (Outdoor Education)
Year Eleven	Mount Hotham (School Ski Trip) (not compulsory)

5.1 Year 10 Outdoor Education

The Year 10 Outdoor Education Course is a sequential program building skills throughout the year, with the culmination being a final expedition in November. This compulsory camp for all Year 10 students is a culmination of our experiential learning program.

The camp is aimed at developing self-esteem, independence, resilience and decision making. This camp has been an integral part of our program over many years and is well refined in terms of safety, risk management and achieving all outcomes successfully.

5.2 Outcomes that we expect to achieve on the Year 10 Outdoor Education Camp:

- Ability to produce a comprehensive Camp Plan that outlines menu, equipment list, emergency procedures and safety considerations for planned activities
- Independence through organising and ordering own hire equipment and food
- Understanding detailed emergency and evacuation plans in the event of an incident
- Develop self-confidence through extension of previously learned roping and aquatic skills
- Resilience and independence
- Ability to problem solve and delegate in a large group.
- During the year, students will cover roping, camp craft, cooking, packing, navigation, equipment, first aid and risk management procedures. These core skills will give students the ability to successfully plan and resource this five day expedition.

5.3 A sample program for any group would include:

- Rotating through three different camp sites over five days.
- Hiking and navigating 15 kilometres in one day.
- Abseiling and caving for one day.
- Canoeing and rock climbing for one day.
- Structure design/ fishing and sea kayaking for one day.

Each bush camp site is very basic and has a drop toilet and firewood but no natural water. The isolation of this camp will provide the most challenging experience of all of our camp programs.

The lead School values are **Community, Respect with Trust and Responsibility..**

6.0 Year 11 Ski Trip

The Ski Trip to Mount Hotham in Victoria is focused on giving students the opportunity to travel on a sporting and cultural tour to an entirely new environment that will provide very different challenges.

Although this trip is open to all other year groups in the secondary school, the majority of participants come directly from Year 11.

This trip allows students to experience the thrill of skiing and living in the alpine environment. They need to live, cooperate and share responsibility for their own safety and the safety of their peers. They face physical exhaustion daily, which needs to be balanced with the necessity to live and cooperate in close proximity with other students.

At the conclusion of the skiing part of the trip, students experience the culture of Melbourne, through visiting the Queen Victoria Markets, the central shopping precinct, attending an AFL game at the MCG, and visiting the joys of Lygon Street at night.

Expected Outcomes

- Improved self-confidence through the mastery of a new skill in an alpine environment
- Improved awareness of the safety of self and others through an appreciation of the Alpine Responsibility Code
- Resilience in the face of physical and emotional exhaustion
- A sense of community in the daily life of a large group of people travelling together.

The ski tour has taken more than a thousand of our students over the past 16 years, and is embedded in the culture of St Mark's.

The lead School values are **Confidence and Achievement** and **Responsibility**.

7.0 Non-attendance on a compulsory camp

7.1 If a student does not attend a compulsory camp, as a result of a choice made by them and their family, then they are not permitted to attend any optional camps or tours offered by the School.

7.2 The School offers a comprehensive range of activities for students, some as part of the curriculum and some voluntary. If students and families opt out of the normal curriculum, then St Mark's has the right to withdraw the option of attending voluntary activities for those students.

7.3 The Camp programs present a unique opportunity for the consolidation of the strong connections which exist in the school community particularly through the participation and support of the consistently large number of parents who assist with the camps and other outdoor activities.

Camps in all years aim to increase the understanding students have of a range of concepts, processes and issues through their immersion in enriching life experiences outside the classroom. Camps are a valuable adjunct to the normal school curriculum and are often the single most memorable occurrence in a student's School years.

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8.0 INTERNATIONAL TOURS

Given the different and potentially increased risks inherent in international travel there is a greater onus on the School to determine an educational purpose for the tour and to conduct an extensive risk management process.

8.1 Before the Tour

International Tours must have a clear and explicit curriculum and educational justification, and must promise to be of the highest calibre. Planning should begin 12 months before departure. Approval for the international tour must involve consultation between the Principal and Assistant Principals. No proposed international tour can be advertised within the School community or bookings made until it has the formal approval by the Principal.

8.2 Risk Assessment

The application for an international tour must include a current comprehensive risk assessment of every detail of the excursion. The five essential steps of risk management are:

- I. Risk identification
- II. Risk assessment
- III. Risk elimination or control
- IV. Communication of the Risk Management Plan
- V. Risk review and monitoring

8.3 Risk Management

This must consider illness, theft, loss, violence, harassment, disease, terrorism, political unrest and natural disaster. The risk assessment must be reviewed prior to departure to take into account of any changes in local conditions that have occurred since the initial assessment. At least one adult Staff member of the touring party must have a current qualification in First Aid and CPR.

The guidelines on excursions, water activities, and the requirements of teachers on excursions must be adhered to and considered.

A detailed itinerary, list of names and contact details must be provided to the Principal prior to the tour.

The licence and bona fides of the travel agency must be fully checked e.g. licence, references registration and insurance

8.4 Costs

Staff should not receive any extra remuneration, except for genuine approved costs. Student participation costs must not be increased to cover the costs of teachers, organisers or other adults without the written permission of the Principal. Staff could be asked to contribute to some of the cost of the tour. This is at the discretion of the tour organiser and Principal.

8.5 Documentation

- I. All necessary documents must be completed and secured at least two weeks prior to departure. The following documents should be taken by the teacher leader on the tour and copies held at the School:
 - Consent forms.
 - Travel documents.
 - Medical forms on each student. These must be read thoroughly and a contingency plan prepared for each student by the teacher-leader.
 - Medical Certificates. The teacher-leader must ensure medication and health arrangements and that there are medical certificates to cover any on-tour medication. These must be obtained by the student's doctor. The doctor will also need to check whether the particular medication is permitted in the nominated country of tour.
 - The accident emergency action plan must be approved by the Principal before departure. The plan must contain emergency contact numbers.
 - Copies of current passports and visas must be held at the School.
 - There must be completed and signed indemnity forms for adventure activities.

8.6 Other considerations

- I. Insurance – adequate insurance must be arranged either through the travel agent or privately by parents to cover unexpected costs, such as medical, dental, luggage and personal effects, cancellation and deferrals, emergency travel and accommodation, rentals, death, personal liabilities and legal expenses. Where this cost has not been included in the negotiated fees, students are required to provide proof
- II. In the light of increased terrorist activities, travel advice by the Department of Foreign Affairs and Trade is to be strictly observed. Advice is available on www.dfat.gov.au or phone 626 3305. Safety and security updates on travel advice from the

Commonwealth Government will be conveyed to parents immediately as they become available. Parents are free to withdraw for safety reasons at any stage.

- III. A code of conduct will be drawn up by the school, and signed by each student and parent/guardian. Students should be selected on the bases of genuine interest, cultural sensitivity, and the signed agreement of the code of conduct.
- IV. Parent Briefings - Parents will be provided with all the latest information about every detail of the tour. There may be up to two briefing to explain the tour e.g purpose and desired outcomes, costs, itinerary, clothing needs, medical requirements, transport arrangements, hygiene and health, spending money, emergencies, host families, accommodation etc. Advice regarding student accessing cash can be given, but parents must take responsibility for ensuring students have appropriate access and back up.
- V. During the Tour
 - * Students must carry with them the address and information of their hosts in the language of the host country. Students and hosts must be fully aware on how to contact each other in time of need.
 - * The teacher-leader must be able to be contacted 24 hours a day and sensitive to issues when children are separated from their parents.
 - * Should a student have to return home early, the Principal and parents will decide if the student needs to be accompanied. If a supervisor needs to be appointed, the teacher-leader will decide, bearing in mind, the impact on the rest of the tour. Failing this, it becomes the parents' responsibility to make necessary arrangements to collect the student, according to prior arrangements and agreements. Any emergencies involving additional costs would be at the expense of the parents.
 - * Any inappropriate behaviour will be reported, and if agreed, a student will be sent home. Parents will cover these extra costs.
- VI. After the Tour – There should be a post-tour evaluation by the teacher-leader, students and parents. The summary of the dates and main events should include:
 - o Positive and negative aspects.
 - o Areas for improvement.
 - o Whether outcomes and objectives were achieved.
 - o Experiences and benefits
 - o General comments