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**Site leader suitability confirmation – checklist**

**for a camp at Arbury Park Outdoor School (APOS)**

An activity should only be considered for a camp or excursion if the following issues have been considered and answered in the affirmative.

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| **Activity Selection** |
| 1. **1. Is the child’s or young person’s learning linked to curriculum?**   Teaching staff at Arbury Park provide leadership and specialist support in conducting program activities that focus on three main learning areas (Science, HASS, Health & PE), in the context of outdoor and environmental education. An overview of the school’s curriculum offerings can be found on <https://arburypark.sa.edu.au/curriculum/> which includes links to the Australian Curriculum.  The curriculum consists of over 20 distinct learning activities. Selected activities are packaged together through negotiation with client teachers into a coherent and themed multiday program. Every Arbury Park program is different because the needs and priorities of the visiting teachers and students are different. |
| **2. Is the camp or excursion equitably accessible by all children and young people as required under the *Disability Discrimination Act 1992?***  APOS is inclusive of all children and young people to ensure they are given the opportunity to participate. For example two **wheelchair accessible ramps** leading to the school’s emergency marshalling area and the immediate environs of the main buildings. A separate showering/toileting facility exists for students with disabilities, and incorporates a first aid room. |
| 1. **Is enough time available for children and young people to attain a safe level of proficiency?**   Yes. Camp programs are based on visiting teacher and APOS teacher input for determining age/developmentally appropriate lessons. 2.5 – 5 days also provides time for a safe level of proficiency. |
| **4. Have foreseeable risks been identified and controls implemented as detailed in the associated sports, adventure, camps and excursions risk management form?**  Yes, see APOS Risk Management Plan. |
| **5. Does the activity avoid the promotion of violence or causing harm to others, including animals?**  Yes. APOS follows Animal Ethics procedures and guidelines. Given the short-term nature of programs, rules that apply at the visiting school regarding behaviour also apply at Arbury Park. Arbury Park Outdoor School Values are Curiosity, Care and Community. |
| **6. Are instructors suitably qualified?**  Registered teachers, employed by the Department for Education. |
| **7. Does the supervisory team-to-child and young person ratio reflect safe practice?**  The department’s 2020 *Camps and Excursions Procedure* explains supervision requirements and ratios for camps and excursions. It lists eight factors that influence choices about the *“level of supervision required to support all children and young people’s safety and wellbeing”* (p.14). For example, the age of the children and young people, the location, and the nature of the activity.  The procedure specifies supervision ratios (p.16) 1:6 for receptions to year 2  1:10 for years 3 to 7  1:15 for years 8 to 12  Importantly, the procedure also states that:  *“All specified ratios should be complied with unless the program is modified to allow for an increase or decrease of supervisors and this modification is identified in the application to conduct an excursion approved by the site leader”* (p.17)  Conditions at Arbury Park Outdoor School that might allow for a “*decrease of supervisors*” (p.17 of procedure) include:   * Arbury Park Outdoor School is a Department for Education site. It operates under the same high levels of scrutiny and WHS compliance as other schools. * Maintenance schedules and risk assessments meet or exceed departmental requirements. * Qualified, experienced staff deliver the school programs. * Emergency procedures are thoroughly documented, rehearsed and evaluated. * Arbury Park Outdoor School is an accredited campsite through the Quality Tourism Framework program.   Decisions about supervision and adult:student ratios are a matter for the camp teacher-in-charge and site leader. Any variation from the ratios specified above requires approval by the visiting school’s site leader on ED169 *Application to Conduct a Camp or Excursion*. |
| **8. Can parents be fully informed in regard to safety issues involved in a particular activity when seeking their consent?**  Yes, via the APOS risk management plan on the APOS website <https://arburypark.sa.edu.au/> |
| **9. Have minimum age considerations been taken into account?**  APOS caters for receptions to yr 12. Camp programs are negotiated with the teacher-in-charge to ensure they are age appropriate. |
| **10. Have safety protocols determined by any official bodies (eg recognised sporting body) been considered for appropriate application?**  APOS is accredited through the Quality Tourism Framework. This is a national accreditation scheme managed by the Australian Tourism Industry Council (ATIC). |
| **11. Has any required formal accredited coaching or instruction program been adopted?**  Not applicable. No such programs are offered at Arbury Park Outdoor School. |
| **12. Have equity issues been satisfied – eg consideration of children and young people who may not be able to participate for financial, family, cultural or religious reasons?**  APOS is inclusive of all children and young people to ensure they are given the opportunity to participate. The support needs of children and young people with disabilities or medical conditions, diverse cultural and religious backgrounds, transgender and intersex students require careful consideration and consultation with parents/legal guardians. Appropriate support measures are put into place for these children and young people so they can access the learning experiences available at APOS, this includes:   * Options provided for cultural or religious reasons including food and negotiated spaces for prayer. * Parents can view APOS on website (facilities and slideshow) and contact APOS to discuss any issues their child may be facing to ensure a safe camp for them. * Dietary needs are provided for. * Special equipment is supplied for students without (for example gumboots, raincoats, sleeping bags). * Sleeping and bathroom arrangements can be altered in consultation with the visiting school and families to support students requiring further options (for example transgender). |
| **13. Can measures be implemented for children and young people with disabilities that comply with ‘Inclusivity’ of the camps and procedures policy?**  Yes. See question 2. |
| **Campsite selection** |
| **14. Before the camp is booked – has the organisation providing the campsite submitted a statement of compliance with the supervisory team confirming compliance with the Department for Child Protection child safe environment requirements OR a confirmation of accreditation with the Camp/Adventure Activity Provider Accreditation Program or National Accommodation, Recreation and Tourism Accreditation scheme OR proof of suitability?**  **Has the supervisory team ensured that the organisation’s statement of compliance has been sighted?**  APOS is accredited through the Quality Tourism Framework. This is a national accreditation scheme managed by the Australian Tourism Industry Council (ATIC).  We are a department site and comply with all departmental requirements. |
| **State and National Parks** |
| **15. Is a State or National Park visited? If yes, please refer to States and national parks in this procedure for the mandatory requirements when preparing for visits, of any duration, to parks administered by the Department for Environment and Water.**  Arbury Park Outdoor School manages any relevant special conditions related to Mount George Conservation Park. |
| **Environmental Impact** |
| **16. Has the environmental impact been considered? Aspects that could be considered include the following:**   * **Conservation of water** * **Use of timber and other resources** * **Recycling** * **Minimising use of non-recyclable and non-renewable resources**   Reducing environmental impact is core to the learning program at Arbury Park Outdoor School. This is documented in the APOS Sustainability Policy ”Walking the talk of ecological sustainability”.  Living and learning together at Arbury Park Outdoor School is an opportunity for individuals and groups to experience practices and ways of thinking that are ecologically sustainable. Examples include:   * Students learn about sustainable practices during lessons as well as learning about the impact of their lifestyle through their ecological footprint. * Rain water is collected and treated at APOS to conserve water. Visitors are encouraged to have 3 minute showers (max) to reduce their water use. Taps are all auto turn off. * Solar power used via solar panels. Visitors encouraged to conserve energy by turning off lights and using heating efficiently. * Goods are bought in bulk when available, and waste is sorted at our recycling and composting stations to reduce the waste created at APOS. Students participate in the sorting of waste materials. * Bush care, habitat conservation, revegetation, nest boxes and bee hotels all support the biodiversity of our site and are learning opportunities for students at APOS. * Fire wood is collected from the site and efficient campfires are recommended. |
| **Cultural considerations** |
| **17. Has the cultural considerations been considered? Aspects that could be considered include the following:**   * **Identifying the local Traditional Owners.** * **Considering if there is any cultural significance to the excursion or camp site.** * **Is there an opportunity to include Traditional Owners in the learning experience?** * **Are there Aboriginal students attending who may have a significant connection to the area?**   APOS considers and celebrates Aboriginal and Torres Strait Islander cultures as documented in the APOS Reconciliation Action Plan.  This includes:   * Acknowledgement of Country, identifying the local Traditional Owners for every camp. * Aboriginal educator provides an evening cultural program option for schools. * Aboriginal Cultural Studies program. |
| **Bookings** |
| **18. Has the booking been made well in advance? Has the booking been confirmed one week before the event?**    <https://arburypark.sa.edu.au/bookings/> |
| **Emergency management plans** |
| **19. Has an emergency management plan been developed? Does it include the following mandatory requirements?**   * **Response if a participant is lost, injured or becomes ill** * **Means of communicating with the site based contact person** * **First aid provisions** * **Provision of health and personal care support to students and young people with individual needs** * **Nearest suitable transport** * **The distance and potential time the group will be from medical help and the best method of obtaining it** * **Telephone numbers and locations of emergency services and the fasted way of contacting them** * **Emergency evacuation plans as covered in sports, adventure, camp and excursion risk management form and the Security, Bushfire and Emergency Management section found on the department’s intranet.**   **Such plans should establish daily escape routes, particularly on bushwalking camps, and allow for needs of any participant with a disability. A copy of the contingency plan must be:**   * **Left with the site based contact person, together with the itinerary, list of participants and relevant medical information** * **Where necessary, lodged with local authorities, eg responsible National Parks SA office, along with a copy of the group’s itinerary.**   **The department’s sports, adventure, camps and excursions risk management form will be used to detail the required emergency management plan for the particular activity.**  See Arbury Park Outdoor School Risk Management plan accessible on <https://arburypark.sa.edu.au/> |
| **Communications** |
| **20. Has a site based contact person who can be contactable at all times for the duration of the camp been identified and do they have all the required information?**  **Do they have copies of:**   * **Attendance lists** * **Child and young person health and personal care information** * **Contact numbers of parents, family etc** * **Itineraries, including Estimated Times of Arrival, Estimated Time of Return (ETS/ETR)** * **Relevant maps, eg bushwalking route** * **Sports, adventure, camps and excursions risk management form including the emergency management plan?**   **Is the contact person:**   * **Aware of the relevant guidelines for emergencies?** * **Able to communicate readily with the travelling party (eg by mobile phone)** * **Up-to-date on any variations to the itinerary.**   Visiting school responsibility. |

Name ……………………………………………………………….…. Position……………………………………………………….

Signed……………………………………………………………….…. Completion date……./……./………

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