

Camps, Incursions and Excursions, and Enrichment Programs Policy

School values and beliefs about teaching and learning

Aspley East has three guiding principles and five imperatives to which teachers as professionals are expected to adhere. They are as follows:

Aspley East State School Guiding Principles

- It is an honour and privilege to educate a child for a year
- We have high expectations for every student
- Success for all in a caring environment

Aspley East State School Imperatives (Givens)

- Effective relationships
- Teacher accountability
- Explicit teaching
- Persistence
- Pride in ourselves and our work

Mission Statement: Aspley East State School is committed to implementing exemplary inclusive practices, valuing diversity and focusing on social development and academic growth. Our approach has been informed by International best practice.

Acknowledgement of the information provided by the following schools and individuals for the foundation of this policy:
Aspley State School, Aspley East State School Teaching Staff

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1. CAMPS

1.1 RATIONALE

Aspley East State School strives to deliver a quality academic curriculum in every aspect. We also endeavour to develop future citizens that have the skills and knowledge required for them to be active, informed and productive contributors to our 21st century society. Our Camps program is an extension to the curriculum, cultural, environmental and outdoor aspects of our curriculum.

1.2 AIMS

- To provide a broad scaffolded and sequential range of camping, educational, personal and social learning experiences that build upon that build upon the explicitly taught character qualities and competencies of being an Aspley East Learner.
- To extend and build upon the productive relationships developed within year level cohorts and their educators.
- To develop deeper and stronger professional relationships that benefit the understanding, appreciation and respect between staff and students in order to further personalise learning opportunities.

1.3 INCLUDED YEAR LEVELS

1. A camp is defined as an activity designed by the year level that builds up to or involves at least one night's accommodation.
2. Venues may change due to accessibility and other organisational considerations. Year level staff make the final judgements and arrangements in relation to venues. Durations and calendar dates are in negotiation with the Principal.
3. The program will be developed sequentially throughout Year3 to 6
 - 3.1.1 Year 3 – One night on school site sleepover.
 - 3.1.2 Year 4 – Two night external site
 - 3.1.3 Year 5 – Two/Three night external site (different and preferably a contrast to previous camps)
 - 3.1.4 Year 6 – Four or Five night external site (different and preferably a contrast to previous camps)
4. The Year level staff will ensure that all venues for school camps provide a range of activities in contrast to each other and or extend from that of previous camps.

1.4 FINANCIAL IMPLICATIONS AND SUBSIDIES

1. School Camps are a compulsory part of the year level curriculum. As such, attendance by students at Camps is expected.
2. Aspley East State School subsidises the cost of all the Year 3-6 camps from income generated from school lease arrangements at a differentiated rate per Year Level. This is designed to reduce the financial implications for our families.
3. The differentiated rates for 2018 are: 50% of Funds to Year 6; 20% to Years 5 & 4; 10% to Year 3.
4. Students will not be excluded from camps simply for financial reasons. Parents experiencing financial difficulty will be invited to discuss their individual situation with the Principal.
5. Alternative payment arrangements can be made by the Principal on a case-by-case basis.
6. All families will be given sufficient time to make part payments for individual camps.

Year Level	Focus	Camp Venues	Duration	Approx. Cost
Year 3	Space	Aspley East State School	1 night	>\$20
Year 4	Living /Non-living things	Rainforest	1-2 night	\$200
Year 5	Team Building and Leadership	Beach	2 night	\$300
Year 6	Problem Solving, independence and resilience	Rural	4 – 5 night	\$350

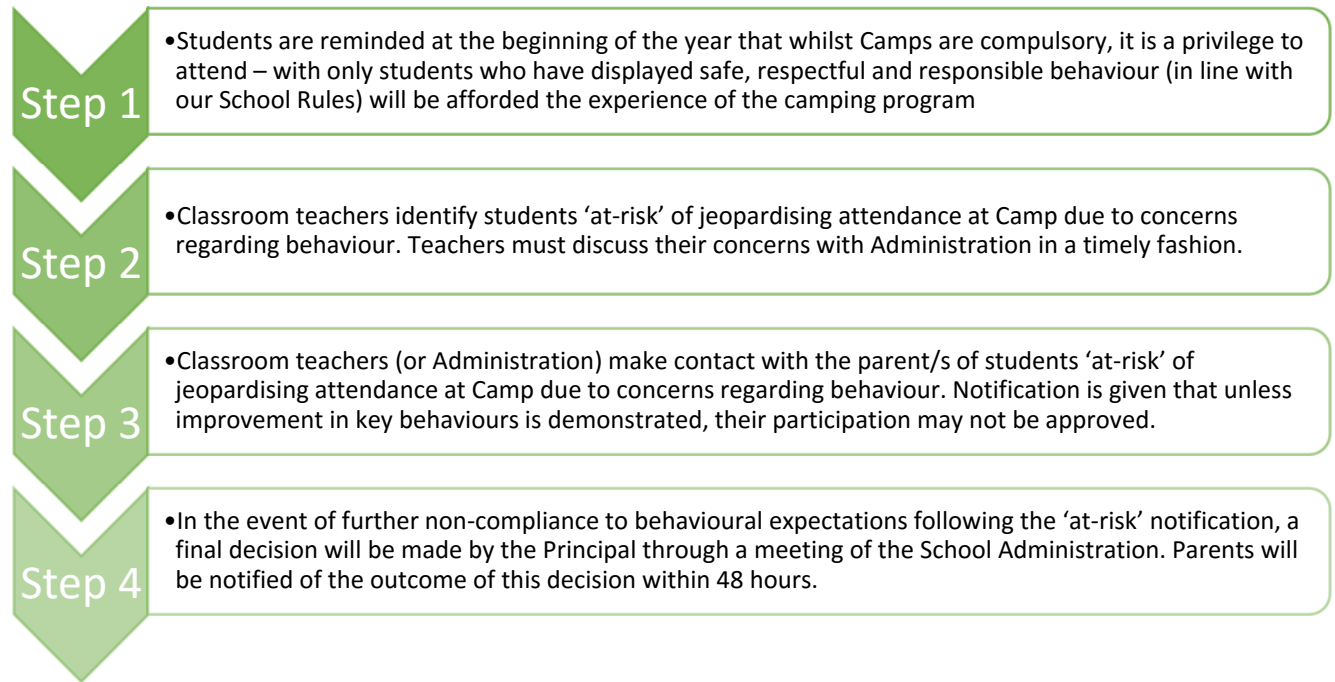
1.5 EXPECTATIONS OF ASPLEY EAST SCHOOL STAFF

- There is an expectation that staff involved with Years 3-6 will actively participate in the camping program and understand that obligation in selecting that year level as part of their expression of preference.
- If unable to participate in the Camp program in any capacity, staff are expected to discuss the reason for this and negotiate alternative arrangements with their immediate supervisor.
- All staff from the Year Level are required to participate in the planning, organisation and preparation of each Camp activity as well as any pre and post student learning activities.
- Staff follow an agreed practice of communicating any learner participation concerns with their supervisor prior to discussing these with the parent/s and/ or student/s concerned.

1.6 LEARNER PARTICIPATION AND BEHAVIOURAL EXPECTATIONS

1. Although the Camps program of Aspley East State School is a compulsory activity within the Aspley East State School Curriculum, only children who have displayed safe, respectful and responsible behaviour (in line with our School Rules) will be afforded the experience of the camping program. This is done as part of the required risk management procedures.
2. In the event that a child is in danger of being excluded from the Camps program due to poor behaviour at school, parents will be notified by their class teacher or a member of the Admin team in the first instance. If the unsatisfactory behaviour continues, following the initial notification of being 'at-risk' of withdrawal, the child may be excluded from the relevant Camp at the sole discretion of the Principal. A flowchart of this process is included below.
3. In the event that a child exhibits behaviour that is considered unacceptable, unsafe or non-compliant during the applicable activity, the Teacher in Charge will consult with the Principal, for a final decision to be made. In the event that the Principal determines that removal is required, parents will be required to collect their child from the Camp with any costs incurred borne by the child's parent/s.
4. Any potential refund for non-attendance at an activity is limited to the school's ability to obtain a refund from the supplier on behalf of the parent.
5. This process has been developed to ensure that as a school we have a consistent and fair process to support students to attend Camp, whilst risk managing students with potential behaviour problems that could pose a risk to themselves or others during the Camps program.

1.7 BEHAVIOURAL REVIEW FLOWCHART – CAMPS PROGRAM



1.8 EXPECTATIONS OF PARENTS

- Advise the school of financial constraints within a timely fashion, and meet with the Principal to develop a payment plan or other strategy as required.
- Complete all required forms in to the level of detail required and return them as outlined.
- Meet payment deadlines for the Camp program – whether via instalments or a one-off payment as determined by the Administration for each activity.
- Be an active participant in the preparation for the Camp, asking for clarification or discussing your concerns with staff regarding your child's attendance or participation in the activity.
- If they are unable to participate in the camps program for any reason, students are expected to attend school during the Camp period and they will be accommodated in another classroom as determined by Administration.
- In the event of inappropriate student behaviour at camp, parents will collect and pay for the return of students with any refund limited to what the school can reclaim from the provider on behalf of the parent.
- **TRUST IN THOSE WHO TEACH**, follow the instructions and recommendations of staff to maintain the integrity of the camping program. During camp activities, we act as loco parentis and take that responsibility very seriously.

School Camps have a defined educational purpose.

Our staff has the responsibility for the safe, respectful, responsible and active conduct of all learning experiences for students – both on-site and off-site.

1.9 STAFFING FOR CAMPS

- It is important that appropriate staffing levels are maintained for the duration of each camp. It is usually a requirement to employ the assistance of additional teachers or education assistants for this purpose. The Year Level Coordinator will work with administration to negotiate and cost appropriate staffing levels to maintain the safety and integrity of the camps program.
- It is not within the rationale or aims of the camps program to utilise parents to attend the camps except in the case where the parent is a teacher on staff.

1.10 DUTY ROSTERS DURING CAMPS

- It is vital that the daily operational requirements for the mains school be maintained even with the absence of a cohort for a short period of time.
- In cases when a camp has a duration of less than 24 hours total each staff member will arrange duty swaps with colleagues.
- For camps that are off site and for longer than 24 hours, administration will arrange for the school duty roster to be modified for the period of the camping activity.

1.11 OTHER EXTRACURRICULAR ACTIVITIES

- Aspley East State School offers a large variety of extracurricular activities for students. As a courtesy, students should inform the facilitator of any extracurricular activity conflicting with the camps program (i.e. the students will not be able to attend due to them being away on camp).
- Year Level Coordinators will ensure the activity is posted in the school calendar so that all stakeholders are aware of the program.

2. INCURSIONS AND EXCURSIONS

2.1 RATIONALE

Having connections to real world learning through partnerships with parents and the community is valued at Aspley East State School. Engaging students with opportunities to apply what they have learnt or enhance their understanding with hands-on and interactive experiences is an important part of learning. This is done through the Incursion and Excursion schedule that has been carefully thought out by each year level. Each activity is meaningful, connected to the curriculum and evaluated for effectiveness in enhancing student outcomes.

2.2 AIMS

Aspley East has an aim to engage students in at least two incursions/excursions per year, with a minimum of one off campus excursion. It is not a requirement for year levels to have equal and definitive experiences annually. The activities are chosen by the year level staff to support the implementation of the Australian Curriculum. This program is reviewed annually.

2.3 YEAR LEVELS INCURSION AND EXCURSION OVERVIEW

The tables below show each year level's incursions and excursions that are planned. Click on the link to show a sample letter on G: that describes the activity in more detail. Cells shaded green indicate incursions. Cells shaded yellow indicate excursions.

2.3.1 Year Prep Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
Bugs Education Incursion – Super Senses	The Bug Lady	Term 1 Biological Sciences – Insect senses and habitats	\$10
Bunyaville Excursion – The Bush Play Adventure	Bunyaville Outdoor Education Centre	Term 2 – Early Years Curriculum	\$25
Nudgee Beach – Move it with wings, legs and fins	Nudgee Beach Outdoor Education Centre	Term 4 - Science	\$20

2.3.2 Year One Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
Apple Store Excursion	Apple Store - Chermside	Term 3 English – eBook production	\$12
Bunyaville – Going Bush Excursion	Bunyaville Outdoor Education Centre	Term 3 – English, Science and Geography	\$25
My Place, Your Place, Our Place Incursion	Urban Environmental Education Centre	Term 4 Geography – Geographical study of school	\$5

2.3.3 Year Two Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
Bugs Education Incursion – Insect Lifecycles	Bugs Education	Term 2 Biological Sciences - Animal Lifecycles	\$10
Toys from the Past Incursion	Hands-on Education	Term 1 History and Technology	\$10
Excursion to Brisbane City	TBC	Connection with History Unit	\$25

2.3.4 Year Three Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
First People, Places and Plants Excursion	Boondall Wetlands Outdoor Education Centre	Term 3 – Humanities and Social Sciences	\$25
TBC			

2.3.5 Year Four Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
Living History Incursion – Explorers	Living History Australia	Term 1 – Humanities and Social Sciences – Explorers and Colonisation	\$14
Nudgee Beach Excursion	Nudgee Beach Outdoor Education Centre	Term 3 – Humanities and Social Sciences – Aboriginal History and Culture	\$20

2.3.6 Year Five Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
Eureka Excursion		Term 1 – Humanities and Social Sciences – Colonisation of States	\$25
Aspley State High Science Lab Excursion	Aspley State High School	Term 4 – Chemical Sciences – States of Matter	\$0
Amazing Adaptations	Bunyaville Outdoor Education Centre	Term 1 – Adaptations of living things to suit their environment	\$25

2.3.7 Year Six Incursion/Excursion Overview

Incursion/Excursion	Company	Curriculum Link	≈\$
Living History Incursion – Australia’s Identity at Federation Incursion	Living History Australia	Term 1 – Humanities and Social Sciences	\$14
Leadership Day Incursion	Character Builders	Term 1 – Social Skills - Leadership Focus	\$15
ASHS – Arts in Excellence Day Excursion	Aspley State High School	Term 1 – The Arts	\$0
Hands-on Education – Electrical Circuits Incursion	Hands-on Education	Term 2 – Physical Sciences - Electricity	\$10
Confucius Institute Incursion	Confucius Institute	Term 3 – Focus on LOTE	\$15

2.3.8 BYOD A (4/5) – 2018 Schedule (Will change in 2019)

Incursion/Excursion	Company	Curriculum Link	≈\$
Living History Incursion – Explorers	Living History Australia	Term 1 – Humanities and Social Sciences – Explorers and Colonisation	\$14
Nudgee Beach Excursion	Nudgee Beach Outdoor Education Centre	Term 3 – Humanities and Social Sciences – Aboriginal History and Culture	\$20
Eureka Excursion		Term 1 – Humanities and Social Sciences – Colonisation of States	\$25
Amazing Adaptations	Bunyaville Outdoor Education Centre	Term 1 – Adaptations of living things to suit their environment	\$25

2.3.9 BYOD B (5/6) – 2018 Schedule (Will change in 2019)

Incursion/Excursion	Company	Curriculum Link	≈\$
Eureka Excursion		Term 1 – Humanities and Social Sciences – Colonisation of States	\$25
Aspley State High Science Lab Excursion	Aspley State High School	Term 4 – Chemical Sciences – States of Matter	\$0
Amazing Adaptations	Bunyaville Outdoor Education Centre	Term 1 – Adaptations of living things to suit their environment	\$25
Living History Incursion – Australia’s Identity at Federation Incursion	Living History Australia	Term 1 – Humanities and Social Sciences	\$14
Leadership Day Incursion	Character Builders	Term 1 – Social Skills - Leadership Focus	\$15

ASHS – Arts in Excellence Day Excursion	Aspley State High School	Term 1 – The Arts	\$0
Hands-on Education – Electrical Circuits Incursion	Hands-on Education	Term 2 – Physical Sciences - Electricity	\$10
Confucius Institute Incursion	Confucius Institute	Term 3 – Focus on LOTE	\$15

2.3.10 Whole School Incursions

Incursion/Excursion	Company	Curriculum Link	≈\$
Indigenous Performer Incursion	Varies Each Year	Term 3 – Various year levels across the school study indigenous peoples and cultures	\$6
Footsteps Dance Incursion	Footsteps Dance Company	Term 4 – The Arts - Dance	\$10
Life Education Incursion	Life Education	Term 4 - Every two years – Social/Emotional Understanding	

2.4 ROLES AND RESPONSIBILITIES

There are many important aspects in co-ordinating an excursion or incursion to make it successful.

Role	Responsibility
Planning the date	Year Level Team Member in consult with the admin/office and school calendar
Booking the Incursion	Year Level Coordinators with The Teaching and Learning Team.
OneSchool - Excursion Planner	Year Level Coordinators
Special Needs Considerations	Year Level Coordinators with the Head of Student Services
Finance	Business Services Manager and Office Staff
Ensuring attending staff know protocols, risk management and special considerations during incursion/excursion as described in the Excursion Planner	Year Level Coordinators with Head of Student Services

Aspley East State School offers a plethora of activities for students. There are times when activities may conflict with other extracurricular activities. When arranging incursions, especially those that run for extended periods, it is important to consider and attempt to avoid instrumental music days.

3. ENRICHMENT PROGRAM

3.1 RATIONALE

Giving learners a chance to excel in areas that they are passionate about is important for engagement. The enrichment program recognises that students are interested and excel in many different areas from sports to technologies to the arts. The enrichment program provides students with a choice to engage in meaningful activities in their areas of interest.

3.2 AIMS

The Enrichment Program aims to enable Aspley East State School Students access to interschool sporting opportunities whilst also enhancing relevant, meaningful and engaging extracurricular opportunities for all Year 4-6 students accessing the many talents and skills of Aspley East Staff and community organisations.

3.3 ORGANISATION

The enrichment program incorporates:

- Bramble Bay Interschool Sport offered to Year 5&6 students only
- Enrichment activities offered to all Year 4-6

3.4 RESPONSIBILITIES

The Physical Education Specialist will work with administration to coordinate the enrichment program.

The PE Specialist will also work with class teachers to select and develop meaningful, purposeful and engaging enrichment activities either through external service providers or by utilising the talents of staff.

The class teacher will engage with the Physical Education Specialist to negotiate meaningful, purposeful and engaging enrichment activities that are a collective combination of sporting, ICT, recreational or arts focused.

3.5 OPERATIONS

Students participating in ISS will leave classrooms and meet at the hall at 10:45am to be on busses by 11:00am. Extending the classroom time by at least ½ hour, from previous years.

Students participating in the enrichment program will have morning tea routine as normal.

- Enrichment Rotation One - 11:35am – 12:20pm
- Enrichment Rotation Two - 12:20pm – 1:05pm
- Normal second break routine
- Enrichment Rotation Three - 1:45pm – 2:30pm

- When the ISS bus returns a manual bell will ring signifying for all students to return to their class for dismissal at the final bell.

- **Enrichment activities**

- a. Year 4-6 Teachers will be asked to choose two electives – i.e. an area of interest from which they would be willing to impart their skill and knowledge on to the children. One elective would be sport based (active) another non-active. The Physical Education Specialist will then be able to negotiate between all parties to select ONE activity teachers will offer.
- b. These will be collated onto line items including three activities (e.g. Coding, Minor games, Judo or (Handball, Volleyball and Screen printing.))
- c. Students will choose which line item they prefer and then for the period of ISS (Week 6 – 9 Term one) will rotate each week through those three activities.
- d. We potentially could also include line items with just two activities (e.g. Major art and volleyball or (Swimming and minor games)) so that one of the activities could in effect be a double lesson.

3.6 COST

All students will pay an enrichment levy which will cover the costs of the program. We propose it to be the same amount for all students. This levy will cover the costs of delivering the program to students.

3.7 OTHER CONSIDERATIONS

- Specific Needs – Student Support staff may need to be allocated to various students during elective periods
- Non Payment –
 - a. In the first instance, a user pays system for extracurricular activities is the preferred model.
 - b. If this can't be achieved then the parent should be the one who makes contact with the school to make arrangements for paying off any activity they cannot afford – the school is always happy to take instalments over a period of time.
 - c. Finally this if is still not achievable then the parent should meet with a member of admin to discuss circumstances. There will always be an expectation that the parent contribute something towards extracurricular activities.
 - d. Students who can and choose not to participate will need to be allocated to another classroom during this period with school work to complete.