Our mission is to “Educate and develop the whole child for life in the Church and the World of today and tomorrow.”
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Acknowledgement of Country

We acknowledge that we are working, learning and worshipping on the traditional country of the Kaurna people of the Adelaide Plains. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kaurna people living today.
1  Context

The curriculum at St Therese School is drawn from the Australian Curriculum and is centered on the national educational goals set out in the Melbourne Declaration. Whilst Outdoor Education is not explicitly set out in the Australian Curriculum, it is believed to be a crucial component on student education here at St Therese.

Improving educational outcomes for all young Australians is central to the nation’s social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens

Achieving these educational goals is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community.

2  Scope

This procedural document outlines the practices and procedures to be adopted by all staff at St Therese School to implement the school’s Outdoor Education Policy.

3  Policy Supported

This procedure supports and is to be read in conjunction with the Outdoor Education Policy.

4  Priorities

The following priorities underpin expectations for holistic and effective educational practices.

All children:

- are made in the image and likeness of God and therefore have inherent dignity and value
- are to be respected for this value and their unique identity and manner in which they learn
- come from a variety of family and cultural groups which must be respected and taken into account in the educational process
possess the potential for learning, changing and growing
should be enabled to be active constructors, inquirers and participants in their learning with their peers, teachers, parents and carers.

All educators will ensure
- that we respect each other & the environment, treat each other equally, work as a team, act in a safe way and strive for excellence
- that they implement their pedagogy based on these principles
- will seek to work and actively collaborate with other educators to ensure that the best learning opportunities are provided for their students
- that are involved in research and data collection as an everyday professional practice and will share with others in order to build on a common understanding of the learning taking place here at St Therese School
- assessment will be based on respect and aimed at building on the successes of students and to provide opportunities for continuous improvement of both the learning and teaching processes.

Work Health and Safety (WHS)

WHS policies and procedures apply to outdoor education activities. In particular;

- Risk assessment should be completed for all relevant activities
- Police check for all volunteers and contractors
- First aid – supervisor is nominated and responsible for First Aid kit and any medications
- Reporting of accidents and incidents via hazard reporting forms

Important information associated with “Outdoor Education” refer to Appendices for Catholic Schools and Preschools 2005. (as amended)

5 Practices

Drawing on the work and experience of “Outdoor Education Australia" St Therese School’s Outdoor Education program is based on the following understanding of student learning.

Foundation Years

Typically, students at this age are curious about nature. They frequently notice small things outdoors that adults miss. This is the opportunity to encourage such curiosity and develop the initial skills and knowledge to safely develop this curiosity and lay a foundation for enjoyment of outdoor play. It is also important that students at this age learn the skills to assess and move on uneven and varied surfaces.

Fresh air and outdoor play alone and in groups are essential components of the child’s development. They require opportunities for facilitated free play in a range of environments including boulders, trees, grasslands, creeks, lakes and beaches as the local environment can provide. Movements such as climbing, tunnelling, swinging, rolling, jumping and throwing are essential for development of a physically capable child
in the outdoors. The importance of taking simple measures to maximise enjoyment and safety in outdoor environments such as sunscreen and hat during summer provide foundational ideas that nature can be enjoyed safely.

Children further develop their awareness and respect for others and require education as to the role and place of natural things. They may have fears about things in nature such as spiders and insects and may require re-assurance and education about these things. Education regarding exploration without leaving an impact on nature is important and they require education as to the role and place of nature, and empathy towards other living things.

Activities currently promoted here at St Therese that support this statement of learning may include:

- Excursions
- Community Garden
- Outdoor Play
- Mud Kitchen
- Water Play – creek bed
- Dog Safety Education
- Animals in Classroom
- Sun Safety

**Year 1 - 2**

As students develop their own identities and participate more broadly in everyday life, their movement and recreation options can expand. Being introduced to the knowledge and skills to undertake outdoor activity in more natural settings, such as a day walk, fosters a beginning sense of a wider ecological world.

Simple ecological principles through experiential learning stimulate curiosity to learn more about the interactions in nature, as well as the adaptations to local climates. They begin to understand the importance of care for each other in natural environments, and are provided foundational guidelines on how best to do so. They are introduced to open space as a place to support healthy lifestyles, and are further supported to engage in basic movement patterns in these areas.

Children are encouraged to develop their own minor games using creative play. They may be fearful of being away from the home environment at night-time, and require carefully facilitated experiences that allow students to develop security sleeping away from home and managing night-time fears.

Activities currently promoted here at St Therese that support this statement of learning may include:

- Overnight or evening activity set in the school
- Walks around the suburb/Mortlock Park
- Community Garden
- Outdoor lessons
- Walk safely to school
- School disco (without parents)
- Excursion to Monarto/Botanic Gardens/Zoo
- PE Lessons
- Swimming lessons

**Year 3 - 4**

As children begin to develop their comfort in outdoor environments, they can begin to explore a greater range of environments. They are provided with opportunities to learn about alternative cultural ways of knowing nature. First Australian perspectives of landscape (if not already part of the cultural setting) are introduced.

They begin to identify a range of outdoor activities that might take place in the outdoors for recreation and play, and identify foods that support healthy activity. Through extended time in they begin to develop greater self-reliance and stronger decision making regarding personal care.

Personal responsibilities within groups become increasingly evident through participation in group tasks that provide food, shelter, hygiene and other maintenance tasks. Experiences away from the home in these years can provide greater independence and knowledge of self. The importance of engaging in positive activities towards nature can be facilitated with increasing independence.

Activities currently promoted here at St Therese that support this statement of learning may include:

- An overnight excursion in a rural setting – venue to be determined by staff
- Excursions with a focus on interacting with the environment and local flora and fauna for example;
  - Narnu Farm
  - Adelaide Zoo
  - Botanic Gardens, including Indigenous food trail
  - Warraparing Kuarna Cultural Centre
  - Urbrae Wetlands
- Swimming lessons
- Bicycle Education
- Fitness and play at Mortlock Park and Playground
- Walk Safely to School
- Sporting Carnivals

**Year 5 - 6**

Students are introduced to outdoor recreation as part of an Australian way of life through stories and direct experience. At this age range students can begin to develop skills and knowledge to participate safely in outdoor recreation activity and understand how this contributes to their own health and well-being.

They begin to understand the importance of ecological well-being in fostering human well-being, and how they can contribute to this process. They begin to explore the impact of human activities on natural environments and strategies to minimise these
impacts that include technological, structural, educational and individual behaviour initiatives.

Students can begin to take greater responsibility for their own well-being and participation in outdoor activities through packing their own kit for camp and making decisions about some aspects of programming. They can begin to take on minor leadership roles within the group in outdoor settings, and are provided opportunities for increased freedom within boundaries.

Activities currently promoted here at St Therese that support this statement of learning may include:

- 2 night and 3 day stay in a coastal or rural setting
- Aquatic activities
- Aspects of the Enrichment Program
- Beach Safety
- On Holy Ground (R.E.)
- Sports Carnivals
- Team Building Activities
- Walk Safety to School

Year 7

Students begin to develop skills and knowledge to undertake more extended journeys in natural environments, and begin to develop skills of interdependence within the group. They are able to develop higher levels of skill and have greater capacity for endurance.

Through lightweight expeditions, they are able to develop greater responsibility for self, as well as immerse themselves in natural environments for longer. They begin to know accepted codes of practice for lightweight and other journeys in natural environments to minimise environmental impact and to respect other users of these environments. They begin to develop strategies to manage minor incidents in the outdoors and other places.

Through reflection and introspection, they explore their place in the world and in nature, and what positive contributions they might make. Through short periods of reflective time in natural settings they develop greater knowledge of the role of nature in promoting wellbeing and balance to western living.

They develop deeper knowledge of seasons, climate, growth and landscape and investigate adaptations in the Australian context. They begin to explore natural environments from a field naturalist perspective, and learning the role and place of different species in ecosystems.

Activities currently promoted here at St Therese that support this statement of learning may include:

- Annual visit to Canberra (4 days 3 nights)
- Leaders and Sustainability Excursion Days (Y.E.L.P.)
- Aspects of Enrichment
6 Responsibility for implementation, monitoring and continuous improvement

St Therese School will implement the SACCS Curriculum, Assessment and Reporting Policy by,

- developing, documenting and ensuring effective teaching, learning, assessment and reporting practices which reflect:
  - the mission and vision of Catholic Education
  - the Catholic identity, context and culture of St Therese School
  - children and young people as competent agents of their own learning
  - productive partnerships with parents, caregivers and the community

- providing quality teaching and learning opportunities that are framed by and meet the requirements of the Australian Education Act 2013, government and Catholic sector endorsed curriculum frameworks. These frameworks:
  - identify the curriculum entitlement for students at St Therese School
  - present a developmental curriculum which allows for breadth and depth in learning
  - identify the performance or achievement standard as benchmarks for student achievement at each year level or band of learning

- developing curriculum design and assessment practices informed by the principles that address student learning entitlement and equity, communicate high expectation and invite transformation

- developing curriculum design, assessment and moderation practices which are valid and reliable and support consistent and comparable judgments of student learning in relation to the standards

- ensuring that assessment data is accessible for stakeholders, used for the key purpose of improving learning and informing accurate and objective reporting on student progress and achievement

- meet the reporting requirements of the Australian Education Act 2013 including written reports to students, their parents/caregivers twice per year, using plain language and assigning A-E grades for all students from Year 1

- providing appropriate training and professional learning opportunities for teachers in relation to:
  - the use of endorsed curriculum frameworks
  - the processes for standards referenced assessment and competency based assessment including moderation
  - valid and reliable assessment practices.
7 Responsibility for implementation, monitoring and continuous improvement

Responsibility for implementation, monitoring and review of the policy is vested at the level appropriate to the following roles:

- Principal
- School Board
- Deputy Principal
- Curriculum Coordinator
- Teachers

8 Definitions

Outdoor Education – is a study subject in schooling that focuses on learning about self, others and the environment

Australian Curriculum – The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community.

ACARA – Australian Curriculum, Assessment and Reporting Authority is body responsible for the Australian curriculum from kindergarten to Year 12,

Educators – parents and carers, staff, volunteers and students

SACCS – South Australian Commission for Catholic Schools

9 Revision Record

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Related Documentation, Links and Resources

The following documents, links and resources are to be read in conjunction with this document. In order to ensure contemporary practice our procedural documents will be online.

St Therese School Outdoor Education Policy
Melbourne Declaration
SACCS Curriculum, Assessment and Reporting Policy
Australian Education Act 2013
Excursions, Camps, Adventure, Physical and Sporting Activities: Procedures for Catholic Schools and Preschools 2005
Appendices for Catholic Schools and Preschools 2005. (as amended)

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i Melbourne Declaration
ii Some of this thinking reflects the work of the “Indications Preschools and Infant-toddler Centres of the Municipality of Reggio Emilia”.
iii These statements of learnings are drawn from material from Outdoor Education Australia with slight amendments made by the STS Staff.
iv Outdoor Education Australia