Outdoor Education
High School
Student Handbook

(please note the program is subject to change)
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River meets the sea at The Otways
1. Rationale

In order to understand the Outdoor Education Program at Sophia Mundi it is necessary to go beyond
the sense of terms like ‘camping’ and ‘bushwalking’. The staff who have designed the programme and
crafted it in details of curriculum have a far more profound view of what is done and how this can be
developed and adapted to meet the needs of young people and the world they live in.

Our school is located in the inner city suburbs surrounded by factories, warehouses, breweries, single-
fronted terraced houses, busy highways, train lines, and shops. Each day the students who arrive at
school have experienced something of this complex business – even if through the window of a car. It is
around us, our city. We take it for granted.

While it is important to both celebrate and enjoy the city, so much of life today is tempered by
technology. Each year always brings a new invention: mobile phones, MP3 players, DVD’s, and the
children take them in their stride; the progressive world of technological advancement.

But what pedagogical questions emerge from this contemporary situation?

- How can young people live with nature?
- How do they see / regard / experience the natural world?
- How dependent have they become on conventional technology?
- What does that mean for their future; how they make decisions?
- What can we bring them, as educators, to
  - show them what there is to see
  - to help them experience truly and fully all aspects of life, and to
  - become competent and capable at finding and providing what they need.

The Outdoor Education Program works on the principle that students will be making decisions for the
future. If they don’t have a connection to the bush and a sense of place, then it won’t be cared for.

“mindscape shapes landscape”

By carrying their home on their back making their way individually and collectively…

“landscape shapes mindscape”

Self-responsibility, relying on yourself, builds self-esteem. It helps the students define needs from
wants … and so to connect fully with each and every day, and with different places on the earth to give
students a sense of Australia.
2. Overview

The camps for the High School Period cover

- A wide range of locations: coastal environments, bushland, box-ironbark forests, granite landscapes, rivers, lakes, seas.
- A range of activities: bushwalking, making camp, navigating, canoeing, farm working, rock climbing, communal living, etc.
- A range of seasons and of duration.

All form part of the fabric for the year relating to curriculum

One of the National Goals for Schooling in Australia is that school-leavers should:

“have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development.”

This goal is fundamental to what we try to cover with the programme.

The Outdoor Education programme has been designed to sequentially offer the students a steadily progressive and curriculum based challenge. Each camp draws on the learning from the previous trip, enabling the children to achieve extraordinary levels of life skills, knowledge and wisdom.
3. Dates and Destinations (This is an example only, all dates and destinations are subject to change)

<table>
<thead>
<tr>
<th>CLASS 7</th>
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<tbody>
<tr>
<td>Term 2</td>
<td>Horse Riding at Barmah Forest</td>
<td>5 days</td>
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<tr>
<td>Term 3</td>
<td>Yarra Valley Bicycle Tour</td>
<td>5 day</td>
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<tr>
<th>CLASS 8</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Glenelg River Canoe Journey</td>
<td>5 day</td>
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<tr>
<td>Term 3</td>
<td>Skiing Trip</td>
<td>5 days</td>
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<th>CLASS 9</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>First aid/Cape liptrap (skills workshop)</td>
<td>4 days</td>
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<tr>
<td></td>
<td>Kooyoora Navigation &amp; Low Technology</td>
<td>4 days</td>
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<tr>
<td>Term 2</td>
<td>Grampians walk</td>
<td>4 days</td>
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<tr>
<td></td>
<td>Cape Otway</td>
<td>5 days</td>
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<tr>
<td>Term 3</td>
<td>Nungatta</td>
<td>13 days</td>
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<td></td>
<td>Herring Island</td>
<td>1 day</td>
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<tr>
<td>Term 4</td>
<td>Mt Striling and Craig’s hut</td>
<td>5 days</td>
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<tr>
<td></td>
<td>Victorian Alps Walk</td>
<td>6 days</td>
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<td></td>
<td>Beach Day</td>
<td>1 day</td>
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<th>CLASS 10</th>
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<tr>
<td>Term 1</td>
<td>River, I Follow River</td>
<td>7 days</td>
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<tr>
<td>Term 2</td>
<td>Mt Arapiles Rock Journey</td>
<td>5 days</td>
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</table>
4. Description of camps

Class 7 – Curriculum Overview

During Class 7 the children are expected to become more self-reliant, cooking all their food for themselves and for the first time are on camps without parental assistance. A change in focus occurs and much more is expected of the Children.

Developmental Stage
Discovery, puberty, increased self-conscious

Barmah Forest Horse Riding- 5 Days

This camp is a major step in the child’s experience of Outdoor Education and the Australian landscape. They are asked to control another living animal (Horse) and experience a lifestyle very distant to Abbotsford. The Barmah Forest is the largest remaining stand of River Redgums in Australia. It encompasses a unique lake system adjoining the Murray River, providing shelter for an abundance of birds from all over the world. Graeme “Padge” Padgett and Debbie, who run the riding school, are well in tune with the area and relate very well to the students. In many ways Padge epitomises the spirit of the bushman, his life is contained in his horses, the place and teaching people about it, as such he is a real attribute to the camp. Debbie tends to be quieter and more responsive to the feelings of each individual – especially those with nervous, butterflies. Horse riding is very appropriate to this age group and the forest sets a scene that is rich in the culture of the drover.

Horse Riding with Deb and Padge

Yarra Valley Bicycle Tour- 5 Days

This camp is the first ‘journey’ style camp that the Child experiences. These journeys will become more prevalent in the following years and this camp slowly introduces this concept. The Children catch a train from Melbourne to Lilydale with their bicycles before exploring the Warburton Rail Train and the Yarra River. They break camp most mornings, cycle and explore during the day before making a new camp in the afternoon. The Yarra River again plays an important role and focus in the camp. In the past the Yarra Valley was the location of a timber industry that built much of early Melbourne. Train lines were built to bring huge Mountain Ash down from the mountains to the city. Logging is much less these days and once again the Ash trees form the tall forest canopy. The old railway has now been transformed into a rail trail - fantastic for bike riding, as the path rolls gently through the countryside. Spring is a great time for riding, the sun is out and inviting, but it’s not yet too hot for serious activity.
Class 8 – Curriculum Overview

Class 8 marks the end of the Class journey with their Class Teacher. By now the Children are competent base campers and have an understanding of how to 'be' in the Australian bush. Their experiences during Outdoor Education this year continue their sequential development and ask more challenges of them.

Developmental Stage
Judgement based on feeling, self-restraint, self-motivation, sense of responsibility, looking toward the future

Canoe Journey - 5 days
This is the first ‘true’ journey of the child’s experience during the Outdoor Education Programme. The students canoe along the majestic Glenelg River, through limestone gorges and camp at a different location each night. This very beautiful and quiet river is filled with fish and water birds, which are fascinating to watch from dawn to dusk. A greater sense of responsibilities lies with the students on this camp as they become more aware of their role in the group. This camp has been chosen because it offers uncomplicated canoeing and camping. There are campsites specifically designed for canoeists and little navigation is needed to get to each one. Getting a feel for the river environment and journey camping is the focus. Being the first of many journey style camps, it is expected that the students will have some difficulty with equipment and food thus it is an excellent learning opportunity to prepare them for Outdoor Education in the High School.

Skiing Trip - 5 days
The second trip for the class 8 students is a winter experience. During this trip the students will stay in a lodge at falls creek and head to the beautiful cross-country trails each day. This is a unique trip in that students will be able to see this place in both winter and summer as they will visit again in class nine for a bushwalk.

The aim of this trip is to continue the journey of different ways to travel in the outdoors, as they have ridden horses and bikes in class seven, paddled down a river earlier in the year. Now they will experience a way of travelling in the winter time.
Students, Parents and guardians will be encouraged to do some fundraising for this trip, this will allow the students to experience the mountain on downhill skis also. If enough money is raised students will spend one or two days resort skiing and understand the different ways of visiting a winter alpine environment.
The Class 9 program forms the pinnacle of the student's outdoor education experience at Sophia Mundi. Within the sequenced program the student develops their independence in the outdoors in a variety of landscapes. The year begins with a workshop to equip the students with the outdoor living and travel skills to propel them throughout the year-long program. The sequence of the program following, allows for a rich development of the student’s outdoor skills and ability to connect with the pedagogical goals of the program mentioned in the ‘overview’ section of the document.

Outdoor Skills Workshop –

This year’s rich outdoor education program begins a series of workshops to equip the students with a strong skill set for this year and beyond. The focus is on developing basic bushcraft and navigation skills along with the delivery of a first aid course.

Kooyoora Navigation & Low Technology –

The Kooyoora State Park is located North-West of Melbourne in the Box-Ironbark forests of Central Victoria. Known as the ‘forgotten forest’, such woodlands have been logged throughout central Victoria for mining and hardwood production – nearly resulting in a complete loss of old growth habitat. The Kooyoora area still contains some remnants of the former forest. The primary features of this area are the massive granite outcrops that appear in an area typically covered by sandstone. Bushranger ‘Captain Melville’ used the various tunnels and caves under the granite as a refuge from the law. Aboriginal people consider the area to be very significant, and past inhabitation can still be seen and felt at various sites in the park.

The surrounding area is sparsely treed and gently undulating, in comparison to the granite ridges. This creates the ideal setting for the introduction navigation techniques to be used on other camps this year.

In addition students will be presented with an opportunity to step away from technology and to create a 'healthy poverty' for part of the trip. By scaling down our reliance on technology we will experience the place through a challenging and alternative approach, without the distracting influence of high scale technology.
Cape Otway
This bush walk should extend on the learning achieved in the middle school and marks the start of expedition bushwalking for the students. Cool coastal weather and longer walking days call us to be more organised to get the most out of each day. Cape Otway with its towering Mountain Ash trees, rocky sea cliffs, stark white beaches and clear azure waters is an ideal place for this bushwalk. This is another opportunity to practice being comfortable in the bush; reassess food, clothing and equipment.

The Grampians / Gariwerd Bushwalk (This is subject to change)
The Grampians are an amazing range of sandstone ridges formed 350 million years ago. It is a place of tremendous significance for the Aboriginal peoples of the area. Many cave paintings throughout the park add to the ancient nature of the rocks that can be felt whilst in the area. This walk lends itself to opportunities and rewards for those who make extra efforts to really explore an amazing place. By going the extra distance, to watch the sunset from on top of a rock outcrop, to ponder a water fall or a stream on ancient rock.

Nungatta Farm Stay (class dependent)
Nungatta is a major feature of the outdoor education program, yet it is distinctly different from the other experiences. The “farm” is set in the south-eastern reaches of New South Wales. It is run by Pete Sands who has a great understanding of the educational benefits of the farming experience and knows a thing or two about the land. During this time students will have an opportunity to gain a sense of what life is like on a farm. The work they do will be meaningful to both them and the way of life for many farmers across the nation. It is a chance to experience daily life in a more basic form, where the product of their work can be more easily seen. Students will be spending much of their time working, and one of the main aims is to develop within themselves a work ethic and begin to appreciate the meaning of work and the intrinsic benefits obtained from work. During this time we will also live communally, sharing meals and daily chores.

Mt Stirling Bushwalk
Mt Stirling is situated next to Mt Buller and in the Alpine national park. The summit of Mt Stirling provides spectacular panoramic views of the alpine national park. This summit also gives the students an opportunity to see for themselves the route of the six day walk. This trip is about the students taking the lead and will begin to showcase everything they have learnt over the year. This trip is to prepare the students for the following trip as it is very possible to get 30degree days one day and the next it snows. This is a valuable lesson for the students to show that you really need to be prepared for anything that is thrown your way.
**Victorian Alps Bushwalk**

Well known as a premier bushwalking venue the Victorian Alps is a place of stunning vistas and beauty. By revisiting the alps in a different season to the class eight ski trip, we deepen the student’s connection to a spectacular and culturally important part of Victoria. This bushwalk should also extend on the learning achieved during all the year. Our walk in the Australian Alps, will be the final expedition for the students and is presented as an opportunity for independence. The students are expected to demonstrate their bush craft skills and abilities during the alpine adventure. Long walking days call us to be more organised to get the most out of each day. We will have some time for a solo to reflect upon our year together, the places we have been and what it means to be in the bush.
CLASS 10

River, I Follow River – 7 days

The River Murray has been the site of two previous camps in the last few years. This time we will see an altogether different side of this incredible river, as this camp meanders through the famous Barmah Forest. This is a magnificent stretch of river characterised by huge Red gums and a secret entrance into Barmah Lake. This camp centres on an exploration of the many different ways of knowing places. We will be looking at ways of interpreting the environment as varied as musical, artistic, sculptural, geographical, poetic, romantic, photographic and the indigenous ways of knowing. We can talk and think about the different ways people encounter the bush. Canoeing provides the perfect medium for this kind of camp, it is not intrusive, it’s simple and we can travel with little or no effort or impact.

Mt Arapiles/Djurite, Rock Journey – 5 days

Mt Arapiles/Djurite rises steeply out of the wheat and canola filled plains of western Victoria and is widely recognised as one of the top climbing locations in Australia and the world. The park forms a habitat ‘island’ in a sea of farm land. Mt Arapiles /Djurite is home to many different varieties of flora and fauna which utilise the area close to the towering cliffs for shelter and food. We visit this unique place to explore the massive metamorphosed sand stone rock, rising out of the surrounding plains by climbing it. We also explore the environment surrounding the mount to on foot to take in this unique and beautiful place.
Notes about the High School Period Program

An important aspect of the programme is to expose the children to the incredible variety of places in Victoria. Each camp offers specific challenges as well as being part of a continuous process in the development of self-sufficiency, bush competence and reflection on the relevance of each experience to the context of the child’s life. Each environment visited has been chosen, as a beautiful natural place.

![Bushwalk - Hattah-Kulkyne National Park](image)

After all, “Landscape shapes Mindscape.” This is part of a continuing theme of appreciation of nature. The key to achieving this is the uncomplicated nature of each trip. The less gear you surround yourself with and the less impact you make, the more receptive you are to the passive lessons the bush has to offer.

![Handmade Canoes - Murray River](image)

5. Equipment Suggestions

The High School Outdoor Education Programme requires students to spend a large proportion of their year outdoors, thus they will need to have access to durable, reliable camping equipment to get them through. Below are some recommendations regarding what to buy and where.

If you are intending to purchase your child any outdoor equipment please ensure you look around carefully. Many outdoor shops sell unsuitable equipment purely for a space in the market, while others will try and sell you the best in everything (which is fine; however, this do rapidly increase the total cost). If you are unsure of the appropriate equipment (and it can be confusing) feel free to contact the Outdoor Education Department during business hours on 0429901006.
**Backpacks**

Probably the most expensive and crucial piece of equipment, but a good one will be functional well into the future. Seeking a knowledgeable outdoor retailer to fit the pack is essential. Also a little extra investment goes a long way when it comes to backpacks and stepping up to a high quality canvas pack will ensure a life time of service. Our department uses One Planet Backpacks, which are made in a carbon neutral factory in Melbourne.

Cost $250 –500 new

<table>
<thead>
<tr>
<th>Must have</th>
<th>Avoid</th>
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<tbody>
<tr>
<td>• Minimum capacity of 70 litres</td>
<td>• Loads of pockets, they make for inefficient packing, and are difficult to waterproof.</td>
</tr>
<tr>
<td>• Internal aluminium frame, adjustable is best</td>
<td>• Travel packs, zips often fail (check for really strong zips), inefficient harness</td>
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<tr>
<td>• Comfortable harness, try the pack on with weight in it, make sure you learn how to adjust it (for yourself and any future users)</td>
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**Stoves**

Not everyone will need to purchase a stove as they are shared in groups of 2 – 3. Cost up to $150

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<tr>
<th>Suggested</th>
<th>Avoid</th>
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<tbody>
<tr>
<td>• <em>Trangia</em> or other methylated spirit burner stoves are very safe, silent and easy to use. They come complete with pots and pans</td>
<td>• <em>Shellite</em> stoves are good stoves; however, they are often dangerous without proper knowledge of use. They work under pressurisation and require care to cook with.</td>
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<td></td>
<td>• <em>Gas</em> stoves with disposable canisters are inexpensive; however they too need knowledge of use and require care when cooking. The gas is not re-fillable and needs to be especially cared for during transport in a pack.</td>
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**Footwear**

A very important personal item, being fitted by a professional will ensure comfort. While runners and sand shoes will suffice they do not offer the support of a walking boot. Brands such as *Hi Tec*, cost $100 +, others like *Scarpa*, *Zamberlan* and *Asolo* cost $180 +. Consider non leather boots to speed up the ‘break in period’ of the boots.

<table>
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<tr>
<th>Must have</th>
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<tr>
<td>• Laces</td>
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<tr>
<td>• Comfortable sole with firm grip</td>
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<td>• Have ample room in the toe area to prevent sore feet</td>
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**Tents**

Once again 2 to 3 persons will share a tent. Be aware that these, need to be carried along with many other items so small is best. A 2 person tent can be divided when carried. There is massive variation in quality, try to get one with a warranty. Alternatively a technical fly may suffice ask the Outdoor Education Staff for more information. Cost $150 attainable - $500 absolute.

<table>
<thead>
<tr>
<th>Must have</th>
<th>Avoid</th>
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<tbody>
<tr>
<td>• A fly separate from the tent inner, this helps prevent getting wet with rain or condensation</td>
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<tr>
<td>• A fully closed inner, for protection from mosquitoes and other crawlies</td>
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<tr>
<td>• A vestibule is an extension of the fly and is recommended for storing packs over night.</td>
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<tr>
<td>• Heavy canvas</td>
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<tr>
<td>• Bulky</td>
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**Sleeping bags**

Come with two fillings – duck or goose down/feather and synthetic. Both are warm, but down compresses to a smaller size and will last longer. Bags also often come rated for degrees or seasons, use this as a guide only as it does depend on person sleeping heat. Cost $100–800. If you have a bag which has been sufficient in the past it probably will do for this year also.

<table>
<thead>
<tr>
<th>Suggested</th>
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<tbody>
<tr>
<td>• 2- 3 “season”</td>
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<tr>
<td>• Hood, for keeping head heat in</td>
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<tr>
<td>• Zip at or down to feet, for letting out excess heat</td>
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<tr>
<td>• Sleeping bag liners make bags warmer and keep them cleaner. You can buy silk or cotton, or make your own from an old single sheet.</td>
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<tr>
<td>• Bulk</td>
<td></td>
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<tr>
<td>• Weight</td>
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**Sleeping mats**

Blue closed cell foam mats (and other colours) are inexpensive and great for bushwalking and canoeing. Cost $12. Other mats such as Therm-a-rest are more expensive, are more comfortable and can be inflated – they should be no larger than a foam mat when deflated. Cost $130+ (a luxury not necessary).

**Rainwear**

Rain jackets are an essential item, students will not be able to participate on any camp with out one. They need to be waterproof which eliminates many fashion jackets from this category. A number of ‘waterproof-breathable’ jackets are on the market and it is this breathability which creates comfort. A longer cut jacket which comes to mid-thigh is ideal. Avoid jackets with material (other than mesh) liners such as ski jackets which absorb moisture.

Cost $70+ new. Over pants are great in the rain and only cost $20 for plastic ones!

<table>
<thead>
<tr>
<th>Must have</th>
<th>Avoid</th>
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<tbody>
<tr>
<td>• Waterproof</td>
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<tr>
<td>• Seem sealing, look for clear tape along the insides</td>
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<tr>
<td>• Cotton lining, if it gets wet so do you and it is cold and heavy and hard to dry</td>
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</table>
**Clothing**

Again the must have items on this list are a “to go or not to go” issue.

<table>
<thead>
<tr>
<th>Must have</th>
<th>Avoid</th>
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<tbody>
<tr>
<td>• Jumper * 2 Polar fleece is good, avoid cheap imitations they do not work the same way and wear out fast. Wool is great, it stays warm when wet and can be purchased in very stylish forms from op-shops.</td>
<td>• Cotton jumpers, cold and clammy</td>
</tr>
<tr>
<td>• Gloves, woollen, <em>Thinsulate</em> – a lining to increase warmth. (thin thermal gloves are also great) $10 Beanie, woollen, <em>Thinsulate lining</em> $15 (or you can make your own from polar fleece or wool!)</td>
<td>• Jeans, cold, clammy and heavy</td>
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<tr>
<td>• A long sleeved collared shirt for sun protection. One of Dad’s old business shirts is perfect.</td>
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<tr>
<td>• Socks, woollen <em>explorer</em>, for warmth and padding.</td>
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<tr>
<td>• Thermals – polypro. Keeps you very warm day and night, compact. Essential and very handy</td>
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<tr>
<td>• Scarves/ neck muffs, wool fleece can be made</td>
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**Shops**

Much of this equipment can be purchased at most outdoor retailers. Specialist outdoor stores will stock this equipment, however, mainly focus on top of the range gear, which is easy to be drawn to.

Recommended retailers close to our school are;

Little Bourke Street retailers:

*Pinnacle Outdoors*: Backpack fitting experts. The staff takes the time in this tiny inner city shop.

*Bogong Equipment*; offers high quality equipment and a wide range of gear from knowledgeable staff.

*Snowgum*: Offers a good range of backpacks and sleeping bags in their student specific area.

*Paddy Pallins*; city and Hawthorn. The original outdoor retailer, now in a colossal space in the CBD. Join the club and get 10% off their high quality gear.

Suburban retailers:

*Eastern Mountain Centre at Snowski*, in Deepdene. Boot fitting specialists, the staff are very knowledgeable, the boss used to send his kids to the school!

*The Wilderness Shop* in Box Hill. Original independent shop near the best Vietnamese food in Melbourne!

*Snowgum Store* in Hawthorn. Servicing schools in the area for decades.

*Mountain Designs* factory outlet in Collingwood offers bargains all year round.

Clothing can be found at many opportunity shops.
This is a general list – each camp will have a modified equipment list

**Back pack**
Walking boots or runners
Waterproof Jacket
Water bottles, 2 x 1 litres
Tent and Pegs and Poles OR Tarp and Rope for setting up and Pegs
Ground sheet
Sleeping bag
Liner - silk or cotton

Food *see own list
Stove - Trangia (non-pressurised)
Fuel
Matches (water proofed in film canister)
Bowl / Plate, Knife, Fork, Spoon
Mug

Sun hat
Beanie
T-shirt or light, long sleeve shirt
Shorts
Long pants NOT jeans
Jumper, woollen or polar fleece
Thermals
Underwear
Socks
Sunscreen
Torch and spare batteries
Sunglasses
Journal & Pencils

<table>
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<tr>
<th>Personal First aid Kit</th>
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<tbody>
<tr>
<td>• Bandaids</td>
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<td>• Bandages</td>
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<tr>
<td>• Triangular bandage X 2</td>
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<tr>
<td>• Blister kit</td>
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<tr>
<td>• Antiseptic solution/cream</td>
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<tr>
<td>• Strapping tape</td>
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<tr>
<td>• Lipbalm</td>
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<tr>
<td>• Small sunscreen</td>
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<tr>
<td>• Space blanket</td>
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<tr>
<td>• Ventolin (if needed)</td>
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</table>

Personal first aid kit (no-panadol please! All medication must be given to a staff member, including carsickness tablets)
Toilet paper (water proofed)
Trowel
Whistle
Personal hygiene (no aerosols)
3 large orange plastic bags for waterproofing
4 bread bags for rubbish
Camera (optional)
Small musical instrument (optional)
Food can affect an experience enormously. Sugar rich foods can effect our emotions, thus affecting the whole group. Fresh food is always the best source of lasting energy and nutrition.

Packaging is a major focus for the High School Programme. It is not necessary to buy ultra packed foods for camping; more often than not these just end up being left once the food has been eaten or taking up huge amounts of space in a backpack. **Please ensure students pack ALL food in re-useable containers before camp.** Examples are snap lock bags, leak proof containers, film canisters for matches. Once a collection is built up these can go on every camp – easy!

Many camps in the High School Programme are self-catered but some are fully or part catered. Information will be provided before every camp detailing this information.

**Suggestions:**

**Breakfast**
- Orange or apple
- Muesli or cereal
- Powdered milk
- Pancakes (make from scratch !)
- Cup of tea/milo (no coffee)

**Lunch**
- Dry biscuits/Mountain Bread/Rye Bread
- Dip/Honey/Jam/Peanut butter
- Cucumber/Tomatoes/Salami/Cheese/Tuna

**Dinner**
- Pasta/Couscous and pesto with vegetables
- Noodles with vegetables and soy, ginger, garlic
- Stock soup
- Nachos/Burritos
- Rice – fried, risotto, curry with vegetables
7. How to support your child

- **Check** the newsletter for camp dates, these are locked in the year prior and entered on the school calendar. The newsletter updates what is coming up for the next term and beyond. Mark them on your calendar.

- **Ask** your child about notices if you do not receive them. These are generally given out three to four weeks prior to the camp including information about why, where, when and what we are doing as well as equipment lists, medical and consent forms. Make sure you sign and send them in promptly.

- **Attend** parent information nights. This is where the Outdoor Education staff explain, the detail of the program and answer any questions you may have.

8. Expectations

8.1 ATTENDANCE

Attendance at all school camps is compulsory and is deemed to be an essential part of the school curriculum. Children need to participate fully in the outdoor education curriculum and are expected to attend every day of a school camp. The social ramifications and missed learning opportunities of arriving late or departing early from an outdoor education camp are could seriously affect both a non-attending student and the rest of their class.

The only exception to this policy is if a child is too sick to attend. A signed doctor’s certificate will need to be provided to the school prior to, or during the camp.

Non-attending children are expected to be present at school.

Costs for camps are planned as if all students are in attendance and as such no reimbursements are available for non-attending children.

8.2 STUDENT BEHAVIOUR

8.2.1 Smoking, Drugs & Alcohol

No child is permitted to consume alcohol, smoke or take un-prescribed drugs on any Sophia Mundi Steiner School camp. Any child who fails this policy will be immediately returned to school or home at the parents cost. Further disciplinary action will take place on return to school.

8.2.2 Electronic Devices & Mobile Phones

No child is permitted to bring electronic devices or mobile phones on any Sophia Mundi Steiner School camp. These devices are often used as an ‘escape’ by adolescents and, as such have a negative impact upon the experience of being in the Australian bush and detract from the community ethos that the program nurtures. Any child who fails this policy will be disciplined and the device confiscated until the following term. Repeat offences will result in the permanent confiscation of the device.

8.2.3 Food Packaging

Children will often bring with them into the beautiful Australian bush, loads of package that becomes waste. Many items that are unnecessarily heavily packaged for apparent ease of use (or human laziness), encourage unwise consumerism and impede several educational aims of the Sophia Mundi Steiner School Outdoor Education department.
This policy aims to achieve several outcomes.

- Remove advertising and commercialism from our experiences on camps.
- Reduce waste on the trip to an absolute minimum.
- Most importantly to educate children to extend minimal packaging into their everyday lives.
- Encourage children to think in an environmentally conscientious manner.

Children will make every genuine attempt to remove unnecessary packaging from their food items and to eventually eliminate the buying of unwisely packaged goods from their menu.

8.2.4 Standard of Behaviour
Children and their parents will be made aware that acceptable standards of behaviour are expected during outdoor education camps and that disciplinary measures applying to children on camp will be consistent with the school’s student code of conduct.
9. Responsibilities

In extreme cases, when a breach in the standard of behaviour warrants it, outdoor staff may determine that a child should return home during a camp. In such circumstances, the parent will be advised of the:

- Circumstances associated with the decision to send the child home
- Time when the parent may collect the child from the camp, or the anticipated time that the child will arrive home.
* When returning a student home, consideration will be given to the age and maturity of the student when travelling arrangements are made. It is expected that the parent/guardian will pick their child up in such circumstances. If this cannot be achieved then the parent/guardian will be responsible for any costs associated with the child’s return.

10. Contact information

- School Office: (03) 9419 9229
- Outdoor Education Mobile Phone: 0429 901 006

There may be a delay in response time of 24 hours, as the Outdoor Education Mobile Phone is not on constantly.

On the last day of camps, staff will contact the school office to update the expected return time. If this time is reasonably consistent with the planned arrival time then parents will not be contacted. If for any reason we are running late, the class phone tree will be enacted to communicate the revised arrival time.

Please contact the school and/or the Outdoor Education Department if you have any concerns prior to or after a camp. This ensures we are able to meet your child’s requirements more easily.