Table of Contents

Rationale ........................................................................................................................................... 3

Introduction ....................................................................................................................................... 4

Description of Camps ....................................................................................................................... 5

Equipment – Suggestions and Requirements .................................................................................. 7

Primary School Equipment ............................................................................................................... 7

High School Equipment ..................................................................................................................... 8

Standard Equipment List – 5 day camp* .......................................................................................... 10

Food – Considerations and Requirements ....................................................................................... 11

Food Groups - upper primary and high school ............................................................................... 11

Food Policy ......................................................................................................................................... 11

Food Suggestions - upper primary and high school ....................................................................... 12

Hygiene ................................................................................................................................................ 12

How to support your child ............................................................................................................... 13

Expectations ....................................................................................................................................... 13

Attendance ......................................................................................................................................... 13

Student Behaviour ........................................................................................................................... 13

Responsibilities ................................................................................................................................ 14

Outdoor Ed Staff ............................................................................................................................... 14

Contact Information ........................................................................................................................ 15
Rationale

Outdoor Education at Samford Valley Steiner School (SVSS) is much more than bushwalking and camping – it is a part of the fabric of our school curriculum. It is intimately connected with other curriculum areas and is carefully designed to enhance the depth of learning and experience in these areas. Each camp is essentially an outdoor classroom designed to enrich the Main Lesson to which it forms a part. The camp program also brings another unique set of learning experiences arising from the challenges and adventures the students meet. Outdoor Education at SVSS moves our focus away from activities (such as hiking, ropes, canoeing etc) and more towards place.

Children growing up in this world experience an enormous array of influences, information and technologies. Many aspects of city life are wonderful and are to be enjoyed and celebrated. However, our lives and those of our children have become complex and separated from the natural world. We believe nurturing a connection to the natural world is of profound importance in the healthy development of our students.

We have worked hard to develop a comprehensive school-wide approach to Outdoor Education that is aligned with the Steiner Education Australia's curriculum and it's associated developmental framework of child learning and development - which meets the needs of young people today.

The OE curriculum helps students to:

- Enrich and deepen the learning of our Main Lessons
- Engage and achieve educational outcomes aligned with the SEA curriculum
- Look both outward and inward
- Build self esteem
- Define wants versus needs
- Develop greater self awareness in a social context
- Experience a supportive group fabric
- Gain insight into sustainability

Self-responsibility and self-reliance build self-esteem. We help our young people separate needs from wants, and help them connect fully with each day and with the amazing places in their part of the earth.

Outdoor Education works with the idea that students, when they become adults, will be making decisions for the future and that their decision making will be greatly enhanced if they have a personal connection to nature through direct experience and a strong sense of self.
Introduction

Our school’s Outdoor Education curriculum begins in Class 3. It aims to gradually develop and strengthen the students through an integrated approach over 10 years ultimately contributing to the graduation of students with a strong sense of self, and importantly, an internal compass to help them live useful and rewarding lives. Most classes attend two camps each year, with one a camp closely aligned with the academic curriculum (e.g. geology, botany) and one camp an “outdoor education” camp, although there is obvious overlap between these styles of camps.

The curriculum camps are designed and delivered in close collaboration with the class teacher (or the Main Lesson teacher in the High school).

SVSS camps are run with rhythms that fit with the curriculum goals for the particular camp. On many camps, students rise for dawn each day (except in high summer when sunrise is too early), and spend a short time quietly by themselves. This happens again at sunset. The early morning and sunset “quiet” times are powerful ways to bring students into the “place”, to establish a strong daily rhythm, and help foster a healthy inner life and ability for self reflection. It is our experience that students quickly stop grumbling about being made to do this and actually look forward to these times – which we take as an indication of their growth towards healthy balanced people.

As much as possible the “work” on Outdoor Education camps (physical activity and main lesson work) occurs in the morning, with the afternoons available for relaxing, spending time together, being creative in a non-directed way. Wherever possible, the camps have been planned to work in harmony with the environment and the daily rhythm, taking into account moon, tide, season etc. An important feature of the entire OE aspect of our curriculum is that students often revisit places over their school career, so for example a Class 4 camp at Moreton Island will be a fond memory to Class 9 students when they go back for their “low-tech” camp. Lamington, the Bunyas and Girraween will all become familiar and welcoming places.

We move the emphasis from activities (hiking, ropes, skiing etc) to place. We have chosen special and beautiful places, many of which require great effort to get to, especially for the older more skilled students. We want the students to feel they have a powerful connection to the natural world, to feel secure and comfortable with nature.

It is our responsibility to help the next generation be creative, innovative and informed – to allow them to be better custodians of the world than we.
Class 8 – Think first! Individual physical judgement

Characterised by sitting ‘on the fence’. Students are fully into adolescence, and their feeling life is intimately linked with their Will. They now have a capacity for logical thinking imbued with a conscience and grounded in common sense. They may swing between seeking solitude and intense engagement in activities. Students need to be engaged in activities that heighten their sense of beauty and practicality. They are rounding off their childhood and preparing for a new phase. They need activities that engage their actions with their thoughts as well as challenging physical activities. This is a year to work towards reuniting the processes of thought with the students feeling and action.

Camps:

Food Chemistry Main Lesson - Bike Journey – 4 nights. This is a journey with no fixed destination. We bus out to Mundubbera 4 hours north west of Brisbane, get on our bikes, and ride south along a very quiet rural road. We bring along a support truck to carry all the gear, food and water. The journey is ~250km to Chinchilla where the bus picks us up. Students work and live in teams (“food groups”) to supply and prepare all their own food. The study of food and metabolism as the students ride their bikes each days brings the curriculum to each of them in a deep way.

Patterns and Rhythms in Nature Main Lesson - Binna Burra Border track – 4 nights in Lamington NP. We undertake one of the classic through- walks in Qld, from Binna Burra to O’Reilly’s and beyond. This is often the student’s first experience of backpacking everything they need – their home on their back. This camp has a focus on careful and accurate observation draws together recurring themes in the natural world, focussing on the rhythms and forms manifest in the rainforest.

Class 9 – Physical Judgement in the World

A year where students are glimpsing their future as adults and leaving childhood behind, and is often accompanied by swings between the two poles. Each camp works towards engendering a sense of belonging in the natural world, arising from a sense of confidence in self. The outdoor aspect of the main lessons is carefully designed in both curriculum and location to support the development of physical judgement. This includes estimation, hiking, map reading and navigation, and experiencing distance and even resistance in their body. We also foster an environment where students take responsibility for self and how their individual choices affect others.

Camps:

Biodynamic Farming Camp – 3 weeks. Students work and live as a farm labourer, eating heartily and enjoying each others company. Over many years, the venue for this camp has been is a highly successful Biodynamic farm near Theodore (approx 450km North West of Brisbane). The owner of this farm has relocated much closer to Brisbane new Kilklivan (approx 200km North West) where he has begun again to rehabilitate the land using organic biodynamic practices. We are really fortunate to be able to be part of this, for the students to learn so much and to also contribute.

Australian History Main Lesson - Mountain Camp – 4 nights Mt. Barney National Pk. This is a physically challenging camp, covering a wide area of the park including Barney Ck. and Mt Barney itself. Students will hike the South ridge of Mt Barney (aka Peasant’s Ridge) and camping at the top. We then descend and traverse south around the base of Barney and its huge massif to the Upper Portals on Mt Barney Ck. We follow this creek north and to our pickup point.

Bunya Mountain Camp – 5 nights Bunya Mountains NP. A profound journey, hiking through a range of landscapes and exploring the idea of “who am I?”. This camp is designed to bring to fruition the learning and personal growth from the entirety of the student’s previous experience, and to help them reflect and question who they are, and what kind of adult they wish to become.

Australian Literature Main Lesson – Canoeing Camp 4 nights Brisbane River. In the later part of the year, we paddle the headwaters of the Brisbane river starting at Wivenhoe Dam, and travelling downstream right into the heart of the city (under the Story Bridge). The contrast and changes along the way give plenty of food for thought and reflection, the journey begins in a surprisingly pristine waterway teeming with wildlife, and ends in the heart of Brisbane’s business district amongst steel and concrete.

Geomorphology Main Lesson - Low Tech Camp – 3 nights Moreton Island. Back to basics to recalibrate what is important in life. Students will carry the bare minimum (no batteries, backpacks, rain jackets etc). All gear must be carried with makeshift constructions, and a small sheet of black plastic as their only shelter.
Samford Valley Steiner School – High School Outdoor Curriculum Handbook

Class 10 – Intellectual Judgement

At around 16 years of age, students often begin to ask the question ‘Why do I come to school?’ In answer to this, students need to experience things that are ‘real’, difficult and relevant to the adult world. The teacher must now be seen as an expert who can pass on skills and knowledge. The theme of this year is still very much truth and judgement, but moves into a more intellectual and abstract area of judgement. In developing an highly accurate map (an abstraction of the real world) the students are encouraged to see how useful and powerful thinking can be when linked to doing.

Camps:

Surveying Main Lesson - Work Camp – 2 weeks. This is a base camp where students carry out a real project, where the map is required and the students interact with the client. They create detailed and accurate survey, using the SVSS’s optical theodolites. These are extremely accurate, delicate and sophisticated instruments, requiring skill and patience. As teams, the students gather and analyse the survey data and produce a detailed and accurate map using sophisticated computerised GIS software. A 3 day cross country navigation hike is incorporated into this camp.

Class 11 - Analysis and Moral Judgement

Often a time where the question of “why should I come to school” comes to a head. This is in some ways a question of “why do I need the think for myself?”, and we all have times when turning back is an attractive option. Students are looking forward to the world and it is not a perfect picture, to meet this requires courage. The curriculum meets these things by immersing the students in beautiful, big ideas – a close analysis of events and ideas in history, religion, mathematics, science and the archetypal story of Parsifal.

Botany Main Lesson – 5 nights. This camp is an integral part of the Class 11’s Botany Main Lesson, and has an emphasis on the processes of plant growth, morphology and ecology, with the underlying idea of archetypal forms. The camp forms the fieldwork component, with day walks to different living environments where students are given time to form impressions, practice close observation and recording. These are used to identify the plants using taxonomical keys. Afternoons are spent delving deeper into the science, and painting the environment they have been studying and the plants that inhabit it.

Coastal Navigation Camp - 4 nights. This camp links to the Cartography main lesson, and involves the class sailing up the bay shore of Stradbroke and Moreton Islands. The students will create maps of the shoreline using coastal navigation and trigonometry techniques, and learn the basics of celestial navigation.

Class 12 – Synthesis and Moral Judgement

Year Twelve is a culmination of many subjects, and puts before the 18 year old the picture that their own informed conscious thinking about the world is important and valid. In addition to the full range of subjects studied in the year 12 curriculum, each student undertakes a major 12 month project of their own choice and design, which they undertake with guidance from a school supervisor and a mentor. Year 12 is a year where the polarity between the individual “I” and the collective “us” is in the foreground. Goethe’s Faust expresses this as “two souls living in one breast”. The goal of Steiner education is to education people to true freedom, which can only be achieved by learning to control self interest and with a healthy sense of empathy.

Zoology Main Lesson – 4 nights. Students camp on the coral cay Lady Musgrave Island on the Great Barrier Reef. This is a central feature of Zoology studies in year 12, and allows the students to experience and immerse themselves in the biology of the aquatic world. The Zoology main lesson is where we attempt to bring the entire K-12 curriculum together to wrestle the question “what is the Human being?”. This camp also incorporates the option for students to gain their open water dive certificate.
Samford Valley Steiner School – High School Outdoor Curriculum Handbook

**Equipment – Suggestions and Requirements**

We begin in Class 3 with fairly simple equipment requirements and reach a peak in Class 9 where the students spend a significant portion of their year outdoors and therefore require durable camping equipment. We recommend that any equipment purchased along the way is of adequate quality to last the distance – the OE leaders have gear that is 20+ years old and still going strong!

If you are intending to purchase any OE equipment for your child please ensure you look around carefully. Many outdoor supply shops sell unsuitable equipment purely for space in the market, while others will attempt to sell you the best of everything (which is fine, but will drastically increase the cost).

The students do not ‘through walk’ on primary school camps, they are all ‘base camps’, so they don’t need compact lightweight hiking gear or a backpack. The first real hike is near the end of the year for Class 8.

If you are unsure of the appropriate equipment (and it can be confusing!) please feel free to contact the OE staff (see below for details).

**Primary School Equipment**

**Bags**

Children will need a single bag that can contain all their clothes, pillow and gear – approx 70 litres in capacity. It should have a clearly visible name tag. Duffel bags or similar or good.

It is difficult for students and teachers to keep track of separate items, and stringing them together generally results in a tangled puzzle. Please ensure ALL items, including sleeping mats and bags, are inside one bag! If the sleeping mat doesn’t fit, it is too big!

**Footwear**

Runners, sneakers or sandshoes can be worn for primary school camps.

<table>
<thead>
<tr>
<th>Must Have</th>
<th>Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laces or Velcro</td>
<td>Elastic or slip on uppers</td>
</tr>
<tr>
<td>Comfortable sole with a firm grip</td>
<td>Smooth/slippery/stiff soles</td>
</tr>
</tbody>
</table>

**Sleeping Bags**

There are two types of filling for sleeping bags – down/feather or synthetic dacron/polyester. Both are warm, but feather compresses to a smaller size and will last longer. Synthetic bags will keep much of their ability and retain warmth even if wet. Bags will be rated for degrees and/or seasons, but use this as a guide only as it depends on the individual and their sleeping comfort and clothes. If only one degree figure is given it will be the ‘extreme’ rating rather than the ‘comfort rating’ – meaning the person will be cold when the outside temperature reaches this level. A sleeping bag liner is a great addition; they make bags warmer and keep them cleaner. You can buy silk or cotton, or make one from an old sheet.

<table>
<thead>
<tr>
<th>Suggested</th>
<th>Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or 3 season, or 0°C comfort rating</td>
<td>Bulk</td>
</tr>
<tr>
<td>Hood</td>
<td>Cheap thin polyester bags.</td>
</tr>
<tr>
<td>Zip down to feet for letting excess heat out</td>
<td></td>
</tr>
<tr>
<td>Liner</td>
<td></td>
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</tbody>
</table>

**Sleeping Mats**

The main function of these is to insulate from the cold ground, so the 10mm thick blue closed cell foam mats (and other colours) are fine and cost less than $20. Other mats such as therm-a-rest are more comfortable and compact, but are very expensive. Many available sleeping mats (e.g. swags) are very bulky and heavy and should be avoided. Again, a good mat will last a very long time if it is cared for.
Clothing

There is a tendency for students to take way too much. Several layers of thin light clothes are very warm and give many more options for temperature changes. Items essential in winter are marked with an asterisk.

<table>
<thead>
<tr>
<th>Suggested</th>
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<tbody>
<tr>
<td>• Lightweight long pants</td>
<td>• Bulk</td>
</tr>
<tr>
<td>• Long sleeved sun safe shirt(s). Old business shirts are great.</td>
<td>• Cotton jumpers, cold and clammy</td>
</tr>
<tr>
<td>• Jumper – woollen highly recommended. Cheap from op shops. Polar fleece is fine.</td>
<td>• Jeans, cold, clammy and heavy</td>
</tr>
<tr>
<td>• Gloves* - woollen, Thinsulate lining or thermal glove lining</td>
<td></td>
</tr>
<tr>
<td>• Thermals* – woll or polyprop. Highly recommended.</td>
<td></td>
</tr>
<tr>
<td>• Beanie*</td>
<td></td>
</tr>
<tr>
<td>• Scarf*</td>
<td></td>
</tr>
<tr>
<td>• Bulk</td>
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High School Equipment

Backpack

Possible the most expensive item of equipment, but a good one will last you a generation or more if it is cared for. Cost $200 - $600

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<th>Must Have</th>
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<tbody>
<tr>
<td>• Minimum capacity of 65 litres</td>
<td>• Lots of pockets – they are impossible to waterproof and result in inefficient packing</td>
</tr>
<tr>
<td>• Internal Aluminium frame</td>
<td>• Travel packs – often have inefficient harness or zips that fail</td>
</tr>
<tr>
<td>• Comfortable adjustable harness – try the pack on at home with weight in it, and know how to adjust it</td>
<td>• Packs with</td>
</tr>
<tr>
<td></td>
<td>• detachable day pack etc.</td>
</tr>
<tr>
<td></td>
<td>• no frame</td>
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</table>

Footwear

A very important item on high school camps. While runners, sneakers or sandshoes suffice they do not offer the ankle support or waterproofing of a walking boot. Brands such as Redback, Hi Teck cost $100+, others like Scarpa, Zamberlain etc cost $200+ when on sale.

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Sleeping Bags

There are two types of filling for sleeping bags – down/feather or synthetic dacron/polyester. Both are warm, but feather compresses to a smaller size and will last longer. Synthetic bags will keep much of their ability and retain warmth even if wet. Bags will be rated for degrees and/or seasons, but use this as a guide only as it depends on the individual and their sleeping comfort and clothes. If only one degree rating figure is given it will be the ‘extreme’ rating rather than the ‘comfort rating’ – meaning the person will be cold when the outside temperature reaches this level. A sleeping bag liner is a great addition; they make bags warmer and keep them cleaner. You can buy silk or cotton, or make one from an old sheet.
Waterproof Bivy

We are in a weather pattern now that brings rain very commonly to SE Qld. To keep warm and dry it therefore **essential** to have a waterproof cover for your sleeping bag. There are excellent 2nd hand military Gortex Bivy’s available online that are quite cheap (~$70) – have a look on eBay for ex-US military issue bivys.

Sleeping Mats

The main function of these is to insulate from the cold ground, so the 10mm thick blue closed cell foam mats (and other colours) are fine and cost less than $20. Other mats such as therm-a-rest are more comfortable and compact, but are expensive. Many available sleeping mats (e.g. swags) are very bulky and heavy and are not appropriate.

Sleeping mats **must be compact** and have a packed size no larger than the blue foam mats. Again, a good mat will last a very long time if it is looked after.

Wet weather gear

Raincoats are an essential item. They need to be waterproof, which eliminates most fashion jackets. Japara cloth (rubberised cotton) work very well and are very durable (mine is nearly 30 yrs old), Gore-tex garments allow airflow but are very expensive and not durable, Nylon is cheaper and adequate, but do not last more than a year or so.

Clothing

There is a tendency for students to take way too much. Several layers of thin light clothes are very warm and give many more options for temperature changes. Items essential in winter are marked with an asterisk.

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<tr>
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<tr>
<td>• Waterproof!</td>
<td>• Cotton lining, if it gets wet so do you – it gets cold,</td>
</tr>
<tr>
<td>• Seam sealing, look for clear tape along the insides.</td>
<td>heavy and hard to dry.</td>
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<td>• Jumper – woolen recommended. Cheap from op shops.</td>
<td>• Jeans, cold, clammy and heavy</td>
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<tr>
<td>• Thermals* – wool or polyprop. Highly recommended.</td>
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<td>• Beanie*</td>
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</table>
Standard Equipment List – 5 day camp*

Clothes - list INCLUDES the items you wear on departure!
1x Shorts
1x Long Pants (light weight preferred)
2x Long Sleeved Shirt (business shirts recommended)
2x T-shirt
1x Jumper – warm (woolen preferred)
1x Thermals – (top and pants, nights get cold!)
1x Beanie – recommended
1x Rain coat – Must be fully waterproof
1x Shoes – Joggers or better (must be lace ups and closed)
3x Socks – at least 1 pair thick and warm
5x Under clothing
1x Swimmers - optional!
1x Sun hat - soft brimmed
1x Sun glasses – optional

Equipment
Pencils, Eraser, Sharpener
2x Water container(s) – 2 litre capacity essential
1x Insulated sleeping mat (hiking mats only, no other mattresses)
1x Sleeping Bag – 0°C degrees or less comfort rating, Liner – optional
1x Bivy Bag
1x Torch – Small with good batteries (LED recommended)
1x Toilet paper in plastic bag – 1 roll
2x large heavy duty garbage bags (for waterproofing)
Toiletries (e.g. toothbrush, toothpaste, waterless hand wash)
Insect Repellent - optional
Sunscreen – Essential!
1x knife, fork and spoon (plate, bowl, mug optional, can use fuel stove pots)
1x Tea towel
2x plastic shopping bag for rubbish
Personal First Aid Kit – Band aids, bandages, triangular bandage x 2, Antiseptic solution/cream, Strapping tape, Lip balm, Bandaids, Ventolin (if prescribed by medical practitioner)
Back pack or Bag – 60 to 80 litre capacity to CONTAIN all of the above items (NOTHING OUTSIDE!)

*Note: This list is modified for individual camps – especially “Low Tech” camp.
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.

Up to Class 7, the food is bought and prepared by the OE staff, after assessing any special dietary requirements in the class and in consultation with the class teacher. Every effort is made to ensure the ingredients and their preparations are excellent; we obtain whole food and organic produce wherever possible. As you might imagine, we visit places with no refrigeration facilities, and the food must therefore be planned accordingly.

The children are put into kitchen teams of about four students in Classes 3 to 6, and are rostered to help cook and clean up. We have found this is good fun and a great learning experience.

From Class 7 onwards, the students are supported to prepare their own menus (in their ‘food group’), write a shopping list, and buy the food. We feel it is very important that the students are given these responsibilities, and that they learn from their mistakes. It is therefore really important that parents allow their sons and daughters to organise this.

**Food Groups - upper primary and high school**

From Class 7 the students are placed in groups of 2 or 3 students, or ‘food groups’. As students get older and more capable they are given more responsibility with shopping, menus, and cooking. ‘Food groups’ are chosen by the class teacher or guardian prior to camp.

This shared approach brings a range of learning and teambuilding opportunities to the students – it is often amazing to see how well the groups negotiate and allocate the various tasks, especially cooking, cleaning up and washing up. Just like a share house, occasionally issues arise. We work through these with the students both on camp and when we return.

We know that the food shopping is sometimes problematic, and we are working to improve how this happens in a number of ways. We try to keep students with similar dietary requirements together. We don't see any problem with mutually agreeable swapping of food while on camp.

Before and during camps an appropriate level of supervision is given, according to the age and experience of the students; by Class 9 the students are generally pretty self-reliant in this area.

The cost of the food MUST be shared between the students in the food group. We have also set an upper limit of $40 per student, to prevent excessive spending. Our experience over many recent camps is that this amount is plenty to buy good healthy food for a 5 day camp.

**Food Policy**

We have a strict policy, which applies to students and staff on camp, of no

- stimulants (coffee, V etc) – black tea is ok
- confectionary, lollies of any kind
- chocolate or choc products (Milo, Nutella spreads)
- condensed milk
- sport drinks
- excess packaging

This is mainly because we are attempting to trim back the inessential things the students have come to believe are necessary, and partly because these food items have a negative effect on the student’s mood and perception.

*Students should pack food in reusable containers before camp.* Examples are snap-lock bags, leak proof containers, old film canisters for matches. Once a collection is built up these can go on every camp – easy!
**Food Suggestions - upper primary and high school**

**Breakfast**
Orange or apple  
Muesli, cereal or porridge  
Powdered milk  
Pancakes (made from scratch!)  
Eggs (brought in egg protector)

**Lunch**
Dry biscuits/crackers  
Flat bread/rye bread/ tortillas  
Dip/honey/jam/peanut butter  
Dried tomatoes/olives/salami/tuna  
Cheese (Romano or Parmesan cheese keeps fine without refrigeration)

**Dinner**
Pasta/Couscous and pesto with vegetables (rehydrated)  
Noodles with vegetables and soy, ginger, garlic  
Rice – fried, risotto, curry and vegetables, chilli beans  
Mountain bread/rye bread/ tortillas

**Morning and afternoon teas**
Nuts/trail mix/dried fruit  
Muesli bars  
Dry biscuits/crackers

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**Hygiene**

In general, the venues for primary camps have access to clean drinking water, toilets and showers. Beginning with their first camp in class 3 we ensure the children employ good personal hygiene while on camp, including washing hands before eating and after toileting, brushing teeth after eating.

Upper primary and high school camps are often held at places without such bathroom facilities. We therefore use waterless handwash, and latrine type toilets. From class 9, many of our camps occur in pristine wilderness. In these places, we employ the “**Poo Tube**” to minimise our environmental impact. This is now a widely accepted practice around the world, and the students are given instruction how this can be managed easily and hygienically. These are tightly sealing containers that allow us to carry out everything – these are later emptied into composing toilets, sterilised with Napi-San bleach and reused.

**Drinking Water – high school**

When hiking in the wilderness and carrying all your requirements on your back, water often becomes very very valuable. Managing water is an important lesson. We take the utmost care when planning routes to ensure drinking water will be
available. In many cases the water will be boiled to ensure it is pathogen free. Research has shown that a 2 min. rolling boil is sufficient to kill all human pathogens (including Giardia). In carefully identified places, we may advise the students it is safe to drink water direct from wilderness streams. This only happens where we are certain the entire catchment of the stream is separated from any human activity, and students are always given the option to boil the water if they wish. Water may also be sterilised with iodine (several drops of Betadine per litre) or Puritabs.

**How to support your child**

**Check** the newsletter for camp dates. These are locked in at the beginning of the year and are published in this document and the newsletter each term. Please mark them on your calendar!

**Ask** your child about notices if you have not received them. These are generally given out to students two weeks prior to camp, and include information about what, why, where as well as equipment lists, medical and consent forms. Make sure you sign and return these promptly.

**Attend** parent information nights - this is where the teaching staff explain the details of the program and answer any questions you might have about each camp.

**Expectations**

**Attendance**

*Attendance at school camps is compulsory, and is deemed to be an essential part of the school curriculum.* Children need to participate fully in the outdoor 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 a school camp affect both the individual student and the entire class.

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

Costs for camps are budgeted for full attendance, and as such no reimbursements are possible for non-attending students.

**Student Behaviour**

**Smoking, Drugs and Alcohol**

No student is permitted to consume alcohol, smoke or take un-prescribed drugs on any SVSS School camp. Any child who contravenes this policy will be immediately returned to school or home at parents cost. Further disciplinary action will follow on return to school, in accordance with our School Policies.

**Electronic Devices and Mobile Phones**

No student is permitted to bring electronic devices (including mp3 players, mobile phones etc) on any SVSS School camp. These devices are often used as an ‘escape’ by children and as such have a negative impact upon the experience of being in the Australian bush and also detract from the community ethos that the program nurtures. Any child who contravenes this policy will be disciplined and the device confiscated until the following term. Repeat offenses will result in longer term confiscation of the device.

**Food Packaging (Classes 7 and up)**

Children will often take a lot of packaging with them into the beautiful bush, which will then become 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 SVSS OE Program

We wish to:

- reduce advertising and commercialism from our experiences on camps
- reduce waste on the trip to an absolute minimum (pack it in – pack it out)
• educate children to extend minimal packaging into their everyday lives
• encourage children to think in an environmentally conscientious manner

Students are expected to make a genuine attempt to purchase minimal packaging and to remove unnecessary packaging from their food items. We encourage students to eliminate the purchase of unwisely packaged goods.

**Standard of Behaviour**

Children and their parents will be made aware that acceptable standards of behaviour are expected during camps and that disciplinary measures applying to children on camps will be consistent with the school’s behaviour policy. Students contravening this policy will be returned to school or home at parents cost (see below).

**Responsibilities**

**Drop-off and pick-up**

Please be punctual when dropping students to the bus prior to departure. We are unable to wait for late students – often the bus company has other bookings, and we are also generally on a time budget. Should a student miss the bus, it will be the responsibility of the parent/guardian to get the student to the camp.

At the conclusion of a camp the OE staff make every effort to ensure arrival back at the planned time, however as you may understand, we often have quite a distance to travel and unforeseen circumstances occasionally arise. The school will contact you using the contact information you supply on the consent form to notify you of any change of arrival time.

In extreme cases, when a breach in the standard of behaviour warrants it, the camp staff in consultation with the teacher, may determine that a child should return home during a camp. In these circumstances, the parent/guardian will be advised of the:

- Circumstances associated with the decision to send the child home
- Time and place for the parent/guardian to collect the child from camp, or the anticipated time 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 the parent/guardian will pick their child up in circumstances identified by staff. If this cannot be achieved the parent/guardian will be responsible for the costs associated with the child’s return.

**Medical information and medications**

*It is crucial that we have accurate medical information relating to each student.* We therefore ask that you consider carefully when responding to the questions on the Medical Information section on the consent form.

Any medication your child requires on camp must be clearly marked, with the child’s name and be accompanied by a letter with explicit instructions as to dosage and frequency and requesting the school to supervise the administration.

**Outdoor Ed Staff**

**A little about Tim Dunn**

My parents, like their parents before them were gemstone fossickers. Some of my earliest memories are of travelling to remote places and exploring in the bush. I joined the 1st Nambour Cub pack when I was 8 years old, which was the beginning of a long association with the Scouts... I loved the opportunities Scouts gave me to have fun and test myself outdoors, especially as a ‘Venturer’ (to age 17), where we abseiled, hiked, canoed, built rafts, fought fires and learnt navigation and survival skills. It was these fantastic experiences that lead me to become a Cub pack assistant leader many years later.

When I was 12, my father’s love of sailing lead us to the Maroochy River, and to this day I remember that euphoric feeling of my first sail in an 8 foot Sabot. I sailed nearly every summer weekend for nearly 10 years, competing around Australia in many classes of sailing dinghies (my favourites were Thorpe 12s and 12 foot skiffs). The contacts I made sailing gave me the opportunity to race offshore from Mooloolabah in bigger boats, and when I was 21, I sailed to Fiji
on a 65 foot steel boat, learning to navigate by the sun and stars along the way. Being at sea had a profound effect on me, especially the sunrises and sunsets.

Starting in my early 20s, I also got back to exploring the National Parks of SE Qld as often as I could, and in 1984 I met John Salmond (his wife Carol worked in the same research lab as me at Uni of Qld). We hiked and explored a LOT - over several decades we have hiked untold wilderness miles!

Over the years, our mutual love of our wilderness parks and each other’s company, has given us a deep knowledge of the parks in SE Qld. We have explored a wide array of hard to get to places, gained skills and had fantastic fun! Most importantly, through the school of hard knocks, we have developed a strong trust each other’s judgment and ability. In Nov 2008 we attended a four day hands-on intensive Wilderness Leader’s First Aid course.

I feel very privileged to live in such a beautiful part of our planet, and to have had the support and encouragement of friends and mentors to allow me to experience our wilderness areas. I really look forward to supporting and encouraging our students in their own Outdoor Ed. journeys.

Tim Dunn
B.Sc., Ph.D. (Biochemistry), Grad.Dip.Ed.

Contact Information

Your class teacher or guardian will be involved and informed about your child’s camps, so we encourage you to talk to them first.

If you would like to discuss anything specific about food, gear, venues or specific camps, please contact Tim Dunn (07) 3430 9660 tdunn@samfordsteiner.qld.edu.au