



Golden Square Kindergarten

# 'Walk Around Our Community' Excursion Risk Assessment and Education Plan 2024

Created in 2017, Modified 08.03.2023, Renew 14.2.2024

## Table of Contents

Introduction .....	2
Section 1: .....	3
Excursion Risk Assessment.....	3
Excursion details .....	3
Risk Assessment .....	6
Emergency Contact List .....	25
Sign off / Approval .....	25
Appendix 1: Contingency Plans .....	27
Appendix 2: Lost Procedures .....	29
Appendix 3: Lightening Safety .....	30
Appendix 4: Covid19 Restrictions .....	31
Section 2: .....	32
Educational Learning Plan – Regular Outing Community Walks.....	32
Overview .....	33
Appendix 1: Site location maps .....	41

## Introduction

This document has been developed to align with and demonstrate compliance with the national regulations. Under these national Regulations, Element 6.2.3 Definition of Regular Outing is defined as *“Regular outings are walks, drives, or trips to and from a place the service visits regularly and where the risks identified and managed in the original risk assessment don’t change”*.

The Excursion Risk Assessment and Education Plan is for regular outing community walks for all the following kinder groups in 2023;

- Wombats
- Kangaroos
- Possums/Joey
- Penguins
- Emus

The page below is a quick link guide direct to key elements within this document.

For any questions or further information please contact the centre Kylie Kelly on 54437668.

# Section 1:

## Excursion Risk Assessment

### Excursion details

#### Excursion details

<b>Date(s) of excursion</b>	2023– REGULAR OUTING OPEN EXCURSION RISK ASSESSMENT AND EDUCATION PLAN FOR COMMUNITY WALKS	<b>Excursion destination</b>	Anywhere within walking distance of the kindergarten
<b>Departure and arrival times</b>	During normal kindergarten hours according to interest and need. Each walk will take approximately 40 minutes return trip depending on the length of the walk. If we are going to the oval on Allingham Street this is usually to eat and play ball games, the duration will be approximately 2 hours return. *****		
<b>Department of Education and Training</b>	Have you noticed the DET office that your group will be off premises via email and for how long? Yes/No		
<b>Proposed activities</b>	Educators can decide to take small or large groups out of the centre, ensuring correct ratios (On excursion and at the centre) so children can: Walk to Local shops, Post Office, Laundry mat, Dry Cleaners, Hair dressers, gift shop, nursery, residential community gardens, Primary School, oval on Allingham street, bowling club, Op shop, off site evacuation place (Golden Square School), bakery, bus stop, Fire Station, Golden square supermarket, next door car park any area within walking distance from the kindergarten for experiences that extend on program and learning (See Educational Learning Plan at the end of this Risk Assessment for full list of sites we could visit).	Water hazards? Yes there is a bridge we cross on the way to the school and one on the way to the supermarket in Golden Square.	

	<p><i>In brief</i> the Education Learning Plan and learning outcomes for children are:  This will increase children's awareness and involvement and understanding of and safe access into our community.  It allows for spontaneity e.g. view workman, to purchases resources, post letters etc</p>	
<b>Method of transport, including proposed route</b>	Walking (see attached maps at the end of this Risk Assessment to cover the walking tracks for the above locations)	
<b>Name of excursion co-ordinator</b>	Danielle Walker, Michelle Robinson, Belinda Appleby, Donna Spillman, Gabby Bowley, Belinda Arscott	
<b>Contact number of excursion co-ordinator</b>	(BH) 54437668	(M) 0408747596
<b>Number of children attending excursion</b>	<p>1 adult to -11 children  3 adults to 15  4 adults to 33  6 adults to 45</p> <p>— Parent volunteers will fill in a 'volunteer form' to list their emergency contact details on the day to put with our children's information records in the trolley/bags.  — Students doing placement will also be over and above these numbers and their emergency contact details need to be filled in on a 'Volunteer form' information will be in our trolley/bags.</p>	<p>Number of educators only listed here. Parent volunteers will be over and above this number. If parent volunteers come on our walks they are assigned general supervision of the children to assist educators. Some of these parents will have specialised skill eg. Doctors, nurses. Any grandparents, or family members/other adults accompanying a child that are not parents of kinder children will require a working with children check to be completed prior to attending.</p>
<b>Educator to child ratio, including whether this excursion warrants a higher ratio? Please provide details.</b>	<p>1 adult: 11 children  Extra support for children: Children requiring extra support will be allocated to an Educator if their parent is unable to attend. This is at the discretion of the teacher. More Educators will be employed or extra volunteers sought if required for the safety of all children.  All children with an inclusion support worker will attend with their designated inclusion support worker.</p>	
✓ First aid kit- Yes in trolley/backpack and one remains at kinder	✓ List of adults participating in the excursion- yes and children they are responsible for, with an exception that on local excursions the adults are not assigned specific children they just walk spread out in the group supervising a section of children walking beside them.	

<p>✓ List of children attending the excursion- Yes in trolley/backpack</p>	<p>✓ Contact information for each adult including parents or family members/ Educators/students- Yes          -Volunteer permission form for parents/family members in trolley/backpack          -Volunteer permission form for students in trolley/backpack          -Next of Kin emergency contact details for Educators in Emergency Management Plan in trolley/backpack</p>
<p>✓ Contact information for each child- Yes on Permission forms in trolley/backpack          Leave enrolment forms at kinder</p>	<p>✓ Kinder Mobile phone / other means of communicating with the service &amp; emergency services- Yes Kinder mobile phone carried by teachers. All Educators members carry their own phone. We also have access to Message Media (an online text system to Educators and parents) login details for this are on the Emergency Management Plan handout carried by Educators.  <a href="https://manager.message-media.com/">https://manager.message-media.com/</a>          To Login:          Username: GoldenSquareK002          Password: GSKinder1</p>
<p>✓ Medical information for each child- yes in trolley/backpack          See attached groups list updated each year for children medical conditions and disabilities.</p>	<p>✓ Other items, please list: water, food, emergency loud hailer, each Educator carrying their own mobile phone, rubbish bags to make into ponchos, tissues, paper towel, change of clothes for two boys and two girls, ice packs, towel, torch, cold compresses, two seater pram to carry children unable to walk, 4 back packs carried by Educators with extra first aid if trolley is not taken.</p>

## Risk Assessment

Risk assessment					
Activity	Hazard identified	Risk assessment	Elimination/control measures	Who	When
Generally Walking out in our Community Watching workman	Equipment	Low/Mod	Ensure children remain at a safe distance e.g. hold rope or stand on path between accompanying adults	Educators and accompanying adults	During excursions
Health	Bee/Wasp sting	Low	Supervise children Any children with bee allergy observed by Educators & medicine carried by educator or parent who is attending See appendix 1	GSK Educators Accompanying adults	During excursion
	Asthma	Mod/High	Parents update information. Medical forms collected/analysed Identify existing/new conditions. Inform GSK Educators & accompanying adults. Puffer with spacers in first aid kit Educators carry individual child plans and medication in trolley/backpack See Appendix 1.	Teacher in charge of the group. GSK Educators. Parents.	Before excursion. Reminder on day.
Walking out in the community	Children move away from group	Mod/High	Lead adults at front, middle & rear of group. Accompanying adults maintain vigilance over the LINE. Walk in crocodile formation x2. No running, pushing or shoving. Keep group together. Take double pram for those children who won't walk or are a flight risk. Regularly do a head count.	Teacher in charge of the group GSK Educators Accompanying adults	Outside

	<p>Nuisance People encountered on our walks – People approaching children, someone attacking the group. Or acting in a way that: is physically or sexually abusive is emotionally or psychologically abusive is threatening is coercive in any other way controls or dominates the group to make adults or children to feel fear for their safety or wellbeing.</p>	<p><b>Mod/High</b></p>	<p>See Appendix 1.</p> <p>-Prior to walking in the community familiarise children with 'stranger danger' protocols, including leaving the stranger and coming and immediately informing an educator. -Identifying name tags with child's first name and kindergartens name and address. Hi Vis vests be supplied to all children prior to the excursion. Steps to follow in an emergency: Confirm that there is an emergency situation. Cross the road away from the person if possible or enter a shop. Have teacher stay with the nuisance person/attacker and Diploma and Cert 3 Staff evacuate the children away from the situation. If possible head back to kinder. Where possible put adults between the person and the children.</p> <p>Notify appropriate authorities of emergency event by calling 000. If you don't not have phone coverage send someone else (adult) to the nearest contact person/ shop and ask for their assistance. Or press the emergency button on any iphone. The following information will be required by the ambulance operator: The address, location of the incident, the phone number you are calling from, what has happened, the number of people injured. Respond to situation based on requirements, skills and responsibilities Is first aid required? Or can person/people wait for a safety vehicle to come collect them. Provide first aid- if required Once back at kinder debrief the group on what happened and inform on further procedures Document and report the incident in the grievances folder or Department of Education if required.</p>	<p>Teacher in charge of the group. GSK Educators and Accompanying adults.</p>	<p>During excursion</p>
--	---	------------------------	---	---	-------------------------



<b>Food</b>	Food taken on excursion	<b>Low</b>	If away from kinder for more than one hour children will take their own food.	Teacher in charge	During excursion
	Purchasing food	<b>Low</b>	If food is to be purchased parents will be notified and Children with allergies will take own food or have parent permission	Teacher in charge	During excursion
	Allergic reaction	<b>Mod/High</b>	Parents requested to update information. Medical forms collected & analysed beforehand. Pre-existing & new conditions identified. GSK Educators & accompanying adults informed. Epi-pen/Anna Pen with parent or accompanying adult and spare in its case also. See Appendix 1.	Teacher in charge of the group GSK Educators. Accompanying adults.	Before excursion. Reminder on day.
	Gastroenteritis	<b>Low</b>	Maintain hygiene Lead adults explain/demonstrate toileting procedures. Toileting occurs under supervision of GSK Educators. Do not share drink & food implements. Isolate child if necessary.	Teacher in charge of the group GSK Educators Accompanying adults	Throughout day.
<b>Crossing Roads</b>	Traffic	<b>Mod/High</b>	Children will walk on the footpath in pairs. We will use light crossings and school crossings where available. Educators wait for lights to turn green before crossing. On the highway we will split into 3 groups to cross at the lights. No Talking while crossing the road Lead educator wears the orange vest. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic).	Wait for lead educator with orange vest before commencing crossing the road. Lead educator divides the group into three groups.	Crossing Roads

			Then the remaining educators take children across in 3 groups. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.	Educator with the orange vest will wait until all the children have crossed the road before they leave the road.	
<b>SITE 1. Visiting the Golden Square School- our off-site evacuation point</b>	Tripping	<b>Moderate</b>	Accompanying adults maintain vigilance over the group. No running, pushing or shoving.	Teacher in charge of the group GSK Educators Accompanying adults	Before excursion. When walking. In Centre
	Fall from equipment	<b>Low</b>	Accompanying adults supervise group & maintain vigilance over children, unless specifically relieved by lead teacher.	Teacher in charge of the group GSK Educators Accompanying adults	At GSK beforehand. At Centre
	Lost child	<b>Low</b>	Accompanying adults supervise group & maintain vigilance over children, unless specifically relieved by lead teacher. Conducts regular head counts. See Appendix 2.	Teacher in charge of the group GSK Educators Accompanying adults	Before excursion. Throughout excursion. Head count on exiting shops, post office, schools etc
	Wet & cold	<b>Low/Mod</b>	Take and wear wet weather gear if the weather is bad. Ensure children have coats & jumpers. Take garbage bags for wet clothes. Use black garbage bags and cut holes in them to make ponchos Allocate extra clothing if necessary. Regularly check and monitor children, Educators and accompanying adults wellbeing.	Teacher in charge of the group GSK Educators Accompanying adults	Before departure. During excursion.
	Other people	<b>Low/Mod</b>	Lead Educators discuss with children & ensure they understand the importance of the rules via questioning Ensure all children are supervised by adults	Teacher in charge of the group GSK Educators	Before excursion.

				Accompanying adults	
	WATER	Low	<p>Children are not permitted to make contact with creek going to and from the school.</p> <p>Use bridge</p> <p>Ensure educators are on the road side of the bridge.</p> <p>Ensure who are a flight risk or have a disability are supervised one on one with an educator (holding hands) to ensure they stay away from the water</p>	<p>Teacher in charge of the group</p> <p>GSK Educators</p> <p>Accompanying adults</p>	During excursion
<p><b>SITE 2. Entering Shops or people's homes (community gardens)</b></p> <p>These shops include 9 in total however they are similar in their content and risk to children.</p> <p>Community Gardens, Post Office, Hair dressers, gift shop, nursery, op shop, bakery, chemist, newsagents</p>	Access to dangerous items eg. Scissors in the hair dressers, medication in the chemist, pesticides in the nursery	Mod/High	<p>Supervise children at all times, walk in pairs.</p> <p>Talk with children before they enter shop to not touch things we are not purchasing or using.</p> <p>Have teacher to be at the start, middle and end of the group.</p>	<p>Teacher in charge of the group GSK Educators</p> <p>Accompanying adults.</p>	When entering the shops
	LOST CHILD Losing children down isles of shops, or shops with 2x exists eg. Post office	Low	<p>Supervise children at all times, walk in pairs.</p> <p>Have teacher to be at the start, middle and end of the group. At the nursery and shops have an adult guarding the entrance and exists to the shops.</p>	<p>Teacher in charge of the group GSK Educators</p> <p>Accompanying adults.</p>	When entering the shops
	OTHER CUSTOMERS Children interacting with members of the community we don't know in shops, community gardens, houses or walking out in the community.	Low	<p>Stay close by children if the public is interacting with them. Supervise children at all times, walk in pairs. Have teacher to be at the start, middle and end of the group.</p>	All educators.	When entering the shops and walking out in the community.

	Access to the main roads Shop fronts that are on the main road.	<b>High</b>	Supervise children leaving the shops front door. Have an educator leave first and lead the group.	Teacher in charge of the group GSK Educators Accompanying adults.	When leaving the shops/community house
	Covid19 Exposure Ask upon arrival if masks are needed.	<b>Low</b>	All people over the age of 12 years only need to wear a mask. Sanitise hands on arrival Keep 1.5 m socially distanced from other store users. Children to wash their hands before eating foods	Teacher in charge of the group GSK Educators Accompanying adults	Access and change as restrictions change in line with Victorian Government regulations. View weekly Victorian Government updates. Also keep an eye on the DET Covid19 restrictions and follow as advised.
<b>SITE 3. Walking to the Bus Stop</b>	Walking, children walking away from the Group	<b>Low</b>	Lead adults at front, middle & rear of group. Accompanying adults maintain vigilance over the LINE. Walk in crocodile formation x2. No running, pushing or shoving. Keep group together. Take double pram for those children who won't walk or become a flight risk. Regularly do a head count. See Appendix 1.	Teacher in charge of the group GSK Educators Accompanying adults	Outside
	Crossing Roads Traffic	<b>Mod/High</b>	Children will walk on the footpath in pairs. We will use lights crossings and school crossings where available. Educators wait for lights to turn green before crossing. On the highway we will split into 3 groups to cross at the lights. No Talking while crossing the road	Wait for lead educator with orange vest before commencing crossing the road.	Crossing Roads

			Lead educator wears the orange vest. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.	Lead educator divides the group into three groups. Educator with the orange vest will wait until all the children have crossed the road before they leave the road.	
	Nuisance People	<b>Mod/High</b>	Put adults between the person and the children. Enter a shop if needed. Call 000 to seek assistance. Cross the road away from the person.	Teacher in charge of the group. GSK Educators and Accompanying adults.	During excursion
	Dangerous items at the bus stop eg. Used needles, glass bottles, cans, food, misc items	<b>Low/Med</b>	Carry a plastic bag for rubbish Carry gloves to pick up rubbish or dangerous items.	All Educators	On arrival at bus stop
	Covid19 Exposure Ask upon arrival if masks are needed.	<b>Low</b>	All people over the age of 12 years are not required to be worn. Sanitise hands on bus if available Keep 1.5 m socially distanced sitting in seats as marked by the bus company	Teacher in charge of the group GSK Educators Accompanying adults	Access and change as restrictions change in line with Victorian Government regulations. View weekly Victorian Government updates. Also keep an eye on the DET Covid19 restrictions and follow as advised.
	Access to the main roads	<b>Low/Med</b>	Supervise children grounds. Have an educator leave first and lead the group.	Teacher in charge of the group GSK	When leaving the bowls centre.

<b>SITE 4. Visiting the Golden Square Bowls ground</b>	Alongside the bowls centre.			Educators Accompanying adults.	
	Using equipment correctly and taking care of the grounds	<b>Low/Med</b>	Ensure the children are given a demonstration on how to use the equipment correctly Educators supervise the children using the equipment correctly. Ensure correct footwear is worn to ensure we are taking care of the grounds	All Educators	While at the centre
	Fall from equipment, trips on grounds	<b>Low</b>	Accompanying adults supervise group & maintain vigilance over children, unless specifically relieved by lead teacher.	Teacher in charge of the group GSK Educators Accompanying adults	At Bowls centre
	Covid19 Exposure Ask upon arrival if masks are needed.	<b>Low</b>	All people over the age of 12 years are no longer required to wear a mask Sanitise hands on arrival Keep 1.5 m socially distanced from other store users. Children to wash their hands before eating foods	Teacher in charge of the group GSK Educators Accompanying adults	Access and change as restrictions change in line with Victorian Government regulations. View weekly Victorian Government updates. Also keep an eye on the DET Covid19 restrictions and follow as advised.
<b>SITE 5. Visiting the Golden Square Supermarket</b>	Walking alongside the road to the supermarket Children going near the roads Child left behind	<b>High</b>  <b>Low</b>	Count numbers regularly during the walk Children must hold parent/ staff hands Road safety rules to be reviewed prior to leaving the centre eg. Stop, Look, Listen, Think. No talking whilst crossing the roads Split the group in two if the road is too busy to cross and cross in two parts.	Accompanying adults GSK educators Accompanying adults	Before excursion. During excursion. During travel

			Ensure the traffic light indicator to cross is green when crossing. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.		
Children move away from group	<b>Mod/High</b>		Lead adults at front, middle & rear of group. Accompanying adults maintain vigilance over their 3 children. Walk in crocodile formation. No running, pushing or shoving. Children to wear Hi Vis vests throughout the excursion Keep group together. See Appendix 1.	Teacher in charge of the group GSK educators Accompanying adults	Outside
Bee sting	<b>Low</b>		Supervise children Any children with bee allergies observed by educators & medicine if applicable is carried by educators See appendix 1	GSK educators Accompanying adults	During excursion
Asthma	<b>Mod/High</b>		Parents update information. Medical forms collected/analysed Identify existing/new conditions. Inform GSK staff & accompanying adults. Puffer with spacers in first aid kit See Appendix 1.	Teacher in charge of the group. GSK educators Parents.	Before excursion. Reminder on day.
In the Supermarket Tripping	<b>Low</b>		Accompanying adults maintain vigilance over their 3 children. No running, pushing or shoving.	Teacher in charge of the group GSK educators Accompanying adults	Before excursion. When walking. In Centre
Lost child	<b>Mod</b>		Accompanying adults allocated to 3 children each & maintain vigilance over children, unless specifically relieved by lead teacher. Conducts regular head counts. See Appendix 2.	Teacher in charge of the group GSK educators Accompanying adults	Before excursion. Throughout excursion.

					Head count on exiting entering and exiting shop
	Wet & cold	<b>Low/Mod</b>	Take large garbage bags if wet weather is predicted Ensure children have coats & jumpers. Wear rain and/or wind protection. Allocate extra clothing if necessary. Regularly check and monitor children, educators and accompanying adult wellbeing.	Teacher in charge of the group GSK educators Accompanying adults	Before departure. During excursion.
	Other people at the shops	<b>Low/Mod</b>	Lead educators discuss with children & ensure they understand the importance of the rules via questioning Ensure all children are supervised by adults	Teacher in charge of the group GSK educators Accompanying adults	Before excursion.
	Children touching dangerous items Eg. Medications in isles, card board press machine, machine that seals the plastic packaging that is hot, knives in fruit chopping station, cooking ovens in bakery and road chicken area, cool rooms	<b>Mod</b>	Ensure all educators and helpers to form a perimeter around the children, putting themselves between dangerous items and the children so they do not have access.	Teacher in charge of the group GSK educators Accompanying adults	During excursion.
	Supervision of tight spaces in Supermarket	<b>High</b>	Ensure children assigned to you are safe and not touching or entering areas that are not permitted.	Teacher in charge of the group GSK educators Accompanying adults	Throughout excursion.



	Allergic reactions for food given out by the Tour Guide to the children	<b>Low/Mod</b>	Parents requested to update information. Medical forms collected & analysed beforehand. Pre-existing & new conditions identified. GSK educators & accompanying adults informed. Epi-pen/Anna Pen with parent or accompanying adult that has Anaphylaxis & in first aid kit Teachers to ensure children are choosing a piece of fruit to try that they are not allergic too. Teachers also making sure they are not eating anything off the shelf they are not supposed to. See Appendix 1.	Teacher in charge of the group GSK educators	Throughout excursion.
<b>SITE 6. Visiting the Fire Station</b>	Walking alongside the road to the fire station Children going near the roads Child left behind	<b>High</b>  <b>Low</b>	Count numbers regularly during the walk Keep children away as much as possible to the main road Children must hold parent/ educator hands Road safety rules to be reviewed prior to leaving the centre eg. Stop, Look, Listen, Think. No talking whilst crossing the roads Ensure the traffic light indicator to cross is green when crossing. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.	Accompanying adults GSK educators Accompanying adults	Before excursion. During excursion. During travel
	Moving vehicles inside the station	<b>High</b>	If the fire alarm goes off, move the children out of the station and over to the park as quickly as possible to ensure they are not in the way of trucks leaving the centre. Try and keep children clear of the main access driveway as much as possible.	Accompanying adults GSK educators Accompanying adults	During excursion.

	Children touching specialised equipment	<b>Low/Med</b>	Ensure children stand well back from the Fire Brigade workers when they are showing equipment. Undertake a classroom session with the children prior to leaving about looking and listening and not touching with our hands.	GSK educators	Before excursion. During excursion.
	Fire barricade staff showing: hoses, jaws of life, cutting equipment etc				
	Covid19 Exposure Ask upon arrival if masks are needed.	<b>Low</b>	All people over the age of 12 years do not need to wear a mask. Sanitise hands on arrival Keep 1.5 m socially distanced from other users Children to wash their hands before eating foods	Teacher in charge of the group GSK Educators Accompanying adults	Access and change as restrictions change in line with Victorian Government regulations. View weekly Victorian Government updates. Also keep an eye on the DET Covid19 restrictions and follow as advised.
<b>SITE 7. Laundry Mat &amp; Dry Cleaners</b>	<b>Laundry Mat</b>  Walking alongside the road to the laundry mat Children going near the roads Child left behind	<b>High</b>  <b>Low</b>	Count numbers regularly during the walk Keep children away as much as possible to the main road Children must hold parent/ educator hands Road safety rules to be reviewed prior to leaving the centre eg. Stop, Look, Listen, Think. No talking whilst crossing the roads Split the group in two or three if the road is too busy to cross and cross in two parts. Ensure the traffic light indicator to cross is green when crossing. Where there is no crossing the educator with the orange vest goes first when it is clear of	Accompanying adults GSK educators Accompanying adults	Before excursion. During excursion. During travel

			traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.		
Children being trapped inside large washing machines or dryers	<b>Low</b>		Ensure all educators and helpers have close supervision of children whilst in the laundry mat	Accompanying adults GSK educators Accompanying adults	During excursion.
Other people at the laundry mat from the public	<b>Low/Mod</b>		Lead educators discuss with children & ensure they understand the importance of the rules via questioning Ensure all children are supervised by adults	Teacher in charge of the group GSK educators Accompanying adults	During excursion.
Two exists to the laundry mat	<b>Low/Med</b>		Ensure educators stand at both exists so no children can leave the laundry mat until they are accompanied by an adult.	GSK educators Accompanying adults	Throughout excursion. Head count on entering and existing laundry mat.
<b><u>Dry Cleaners</u></b> Touching any washing or drying equipment if allowed behind the counter.	<b>Low/Med</b>		Educator's discuss with children prior to the excursion about areas that are not permitted and safety rules. Adults to monitor where children are standing and keep an on additional needs children. Hold hands with additional needs children if required. Gather children today.	GSK educators Accompanying adults	Inside the dry cleaners.
Getting hands caught in the clothes conveyor as it goes around	<b>Low</b>		Educators to supervise children. Keep children a safe distance from the conveyor	GSK educators Accompanying adults	Inside the dry cleaners.
Accessing behind the counter if not permitted	<b>Low/Med</b>		Educators to supervise children. Keep children on the public side of the calendar.	GSK educators Accompanying adults	Inside the dry cleaners.
Access to main road	<b>Med/High</b>		Count numbers regularly during the walk Keep children away as much as possible to the main road	GSK educators Accompanying adults	Upon entering leaving the dry cleaners

			Ensure a teacher leaves the shop first leading the children to avoid being too close to the road. Children must hold parent/ educator hands		
	Covid19 Exposure Ask upon arrival if masks are needed.	<b>Low</b>	All people over the age of 12 years do not need to wear a face mask. Sanitise hands on arrival Keep 1.5 m socially distanced from other users Children to wash their hands before eating foods	Teacher in charge of the group GSK Educators Accompanying adults	Access and change as restrictions change in line with Victorian Government regulations. View weekly Victorian Government updates. Also keep an eye on the DET Covid19 restrictions and follow as advised.
<b>SITE 8. Oval on Allingham Street</b>	Walking alongside the road to the oval Children going near the roads Child left behind	<b>High</b>  <b>Low</b>	Count numbers regularly during the walk Keep children away as much as possible to the main road Children must hold parent/ educator hands Road safety rules to be reviewed prior to leaving the centre eg. Stop, Look, Listen, Think. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.	Accompanying adults GSK educators Accompanying adults	Before excursion. During excursion. During travel
	Meeting workmen and women Men and women working on roads, building houses, doing general repairs etc	<b>Mod/High</b>	Adults ensure you keep the children a safe distance for the work men. If the workers are willing children can engage with work men and women from afar to ask what they doing eg. How they lay pipes under the road, how they dig holes in the road, how they build houses etc.	Educators and volunteers form a perimeter around the children.	During the excursion.

	Crossing under the railway line Poles in the middle, running into poles, running into old railing that is there	<b>Mod/High</b>	Educator to walk ahead of the group and check for any debris in the tunnel and give the all clear  Children need to let go hands with their partners to go around the poles and railing that is under the railway line.	Educators and volunteers assist the children to locate the poles and go safely around them.	Upon walking to the oval.
	Losing a child from the confines' of the Oval.	<b>Low/Med</b>	Educators and volunteers to form a perimeter around the oval spacing themselves evenly party to cover the fences of the oval. Two staff to stay back with the snack, bags and first aid area. All staff to carry mobile phones to contact each other if needed	Educators and Volunteers	At the oval
	Using the public toilets at the Oval	<b>Low/Med</b>	Educators will clean the toilet prior to arrival with supplies from kinder. One educator checks the toilet before the children go in. One educator takes the children to the toilet and one educator moves the children to and from the toilet. Volunteers cannot take children to the toilet unless it is their own child.	Educators	During excursion
	Dogs on the oval, or out walking On lead and off lead	<b>Med/High</b>	With the Children: Re-address our dog safety session with the children prior to leaving kinder 'No leash no touch', if a dog runs at you stand still, make a fist with your hands and put them by your side. Call for help or back away slowly if you can. Educators: keep an eye out for dogs, ask owners to put dogs on lead if they are on the oval. Call the council if there is a dog off lead around the oval for assistance from animal control. 54346000	Educators	During excursion
	Dangerous objects on the oval	<b>Low/Med</b>	Lead educator to do a scout around the oval upon arrival to check for dangerous items	Lead educator	Before children are let loose to explore the oval.

	Eg. Needles, glass, dog poo, etc		Educators and volunteers to keep an eye out for items where the children are playing during the excursion also.		
	Encountering the public on the oval	High	Keep a close distance to the children at all times, no child to be left on their own around the general public.	Educators and Volunteers	During the excursion.
	Food taken on excursion	Low	If away from kinder for more than one hour children will take their own food.	Teacher in charge	During excursion
	Purchasing food	Low	If food is to be purchased parents will be notified and Children with allergies will take own food or have parent permission	Teacher in charge	During excursion
	Allergic reaction	Mod/High	Parents requested to update information. Medical forms collected & analysed beforehand. Pre-existing & new conditions identified. GSK Educators & accompanying adults informed. Epi-pen with parent or accompanying adult and spare in its case also. See Appendix 1.	Teacher in charge of the group GSK Educators. Accompanying adults.	Before excursion. Reminder on day.
	Gastroenteritis	Low	Maintain hygiene Lead adults explain/demonstrate toileting procedures. Toileting occurs under supervision of GSK Educators. Do not share drink & food implements. Isolate child if necessary.	Teacher in charge of the group GSK Educators Accompanying adults	Throughout day.
	<b><u>Covid19 Exposure</u></b> <b><u>Ask upon arrival if masks are needed.</u></b>	Low	All people over the age of 12 years need to wear a mask. Sanitise hands on arrival Keep 1.5 m socially distanced from other users	Teacher in charge of the group GSK Educators	Access and change as restrictions change in line with Victorian

			Children to wash their hands before eating foods	Accompanying adults	Government regulations. View weekly Victorian Government updates. Also keep an eye on the DET Covid19 restrictions and follow as advised.
<b>SITE 9. Taking the children next door to the carpark or taking children to Old Chum or New Chum through the front gates (See Car Park Risk Assessment for further details K Drive Excursions 2023)</b>	Children accessing the road as there is no fence on the footpath they are walking along For other hazards (See Car Park Risk Assessment) eg. Cars driving in and out People being in the car park Gate open and shutting Entering via the play ground	<b>Low</b>	Educators to stand on the road side of the children walking to the car park. Children to walk in a line with their bikes and their scooters or holding peers hands if they are accessing another building Educators to ensure gates are closed behind them when they enter Old Chum or New Chum front gates If using the car park small gate to car park to be opened and closed using padlock on entry and exit of the car park.	Teacher in charge of the group, other educators and volunteers.	During the sessions when it is decided to use the car park or move children from Old Chum to new Chum to access front yards.
<b>SITE 10. Walking along the Bendigo Creek</b>	Water Hazards/Flood	<b>Mod</b>	Keep children well back from the water's edge Monitor the weather forecast before undertaking the walk	Teachers, educators and volunteers	During creek walk
	Trips and falls, uneven ground	<b>Mod</b>	Talk about ground being uneven before you commence and how we need to look down at our feet and concentrate on our walking Don't take children over unsafe ground underfoot	Teachers, educators and volunteers	During creek walk

	Foreign objects	<b>Mod</b>	If possible walk the trip first doing a spot check to look for any foreign objects or debris. If not possible have educators on the lookout and ensure children are pre-given instructions not to pick anything up on their travels in our intentional teaching sessions.	Teachers, educators and volunteers	During creek walk
<b>Site 11. Walking to the Post Box in Hargreaves Street Golden Square (Cnr King Street)</b>	Walking alongside the road to the oval Children going near the roads Child left behind	<b>High</b>  <b>Low</b>	Count numbers regularly during the walk Keep children away as much as possible to the main road Children must other children's hands or educator hands if required Road safety rules to be reviewed prior to leaving the centre eg. Stop, Look, Listen, Think.	Accompanying adults GSK educators Accompanying adults	Before excursion. During excursion. During travel
	Crossing Roads - Traffic	<b>Mod/High</b>	Children will walk on the footpath in pairs. We will break into 3 groups when we cross at the Laurel Street round about. No Talking while crossing the road Lead educator wears the orange vest. Where there is no crossing the educator with the orange vest goes first when it is clear of traffic (no stopping traffic). Then the remaining educators take children across in 3 groups.	Wait for lead educator with orange vest before commencing crossing the road. Lead educator divides the group into three groups. Educator with the orange vest will wait until all the children have crossed the road before they leave the road.	During excursion. During travel
<b>???</b>	Meeting workmen and women Men and women working on roads, building houses, doing general repairs etc	<b>Mod/High</b>	Adults ensure you keep the children a safe distance for the work men. If the workers are willing children can engage with work men and women from afar to ask what they doing eg. How they lay pipes under the road, how they dig holes in the road, how they build houses etc.	Educators and volunteers form a perimeter around the children.	During the excursion.



Risk Matrix						
		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

<b>Supervision note</b>	<ul style="list-style-type: none"> <li>The lead adult is the <i>teacher in charge of the group</i>. Accompanying adults consist of Educators of GSK and volunteer parents and/or family.</li> <li>The <i>teacher in charge of the group</i> is responsible for the safety of children on the excursion, and for communicating the contents of this risk management plan to all accompanying Educators and other adults.</li> </ul>
-------------------------	--

	<ul style="list-style-type: none"> <li>• Supervision of the children will be allocated among accompanying adults at a ratio of 1 adult: 5 children. This adult is responsible for ensuring that the 5 children remain within their sight and control at all times, unless they have been relieved of their duty by the <i>teacher in charge of the group</i>. If this occurs the <i>teacher in charge of the group</i> must allocate another adult to those two children.</li> <li>• GSK Educators may remove a child from their parent’s supervision if the child is not cooperative with the parent.</li> <li>• A student on practicum placement or work experience must remain within sight of a GSK Educators member while supervising children</li> <li>• There should be at least one GSK Educators member at the head of the group, one in the middle, and one bringing up the rear while the group walks to and from the bus.</li> <li>• This will ensure the GSK Educators are within close proximity to each other and can communicate easily. If out of hearing distance, Educators will use mobile phones to contact each other and / the loud inhaler.</li> <li>• The <i>teacher in charge of the group</i> will make regular head checks to ensure all children are accounted for</li> <li>• In the event of an emergency, contingency plans will be activated (see Appendices).</li> </ul>
--	---

**Emergency Contact List**

<b>Bendigo Police Station</b>	54481300	<b>Emergency services</b>	000 or 112
Golden Square Primary School	54436877	<b>Ambulance in non-emergency</b>	133 009
<b>Godkins Bus service</b>	54483127	<b>Weather Warnings</b>	1300 659 217
Golden Square Post Office	54434189	<b>SES</b>	132 500
Bureau of Meteorology <a href="http://www.bom.gov.au/vic/">http://www.bom.gov.au/vic/</a>		<b>Poisons Information</b>	13 11 26

**Sign off / Approval**

<b>Plan prepared by</b>	Danielle Walker
<b>Prepared in consultation with:</b>	Danielle Walker, Michelle Robinson, Belinda Appleby, Donna Spillman, Gabby Bowley, Belinda Arscott, Kylie Kelly.

<b>Communicated to:</b>	All Educators & adults attending
<b>Venue and safety information reviewed</b>	Yes Comment if needed: see Appendices
<b>Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.</b>	

## Appendix 1: Contingency Plans

In the event of an emergency or major first aid incident, the *teacher in charge of the group*, will implement the following contingency plans:

### 1. Child's behaviour endangering group

- Remove child from the group with two adults (preferably one who is a GSK Educators member);
- Discuss responsibilities and behaviour with child. Try to resolve the issue.
- If the issue cannot be resolved, 1 the child may need to be removed from excursion or the parent called to collect the child  
2 the child is placed in the pusher and child harness

### 2. Cancel activity due to environment or weather conditions

- In the event of changed circumstances (eg. serious first aid situation, very poor weather conditions – bushfire, lightening, storm, wind, fatality, lost person), the *teacher in charge of the group* will notify all Educators, accompanying adults, and parents and the excursion will be cancelled or terminated.
- Regularly check and monitor children, Educators and accompanying adult wellbeing.

### 3. Situation can be managed for period of time without outside assistance (eg. minor injury/lost individual)

- The *teacher in charge of the group* and GSK Educators will assess situation and hazards.
- Reduce hazard if possible. Take care of self and children besides patient.
- The *teacher in charge of the group* and GSK Educators attend to incident or patient to the best of their abilities or qualifications. (Check medical forms, apply first aid/ search for lost members/call 000).
- Keep children together. Stay in place- educators/adults surround the children.
- Regularly monitor children, Educators and accompanying adult wellbeing.
- Record all details, fill out forms (eg. near miss, incident report, vital signs charts)
- Continue excursion or alter plans accordingly.

### 4. Teacher in charge of the group and GSK Educators deal with incident until emergency services arrive.

- Assess situation and hazards. Perform first aid as applicable. Reduce hazard if possible and secure the area to prevent further incident.
- Remaining GSK Educators and accompanying adults ensure safety of group by removing the rest of children from potential dangers and taking care of them.
- Call emergency services immediately 000 using mobile phone (see emergency contact numbers). If GSK Educators cannot make the call, accompanying adult should. Keep the accompanying adult close to the patient and away from the rest of the children to avoid unnecessary distractions/noise.
- Tell emergency services your current location.
- Tell emergency services all the information you have including: who is the person who needs help, symptoms, age, medical history, treatment, etc.
- Send GSK Educators member to meet emergency vehicle.

- Keep in touch with emergency services. Act on any advice given by them. Keep patient in stable condition (eg. apply CPR or treat hypothermia) until emergency services arrive. Continue to ensure that patient is as comfortable as possible.
- Notify GSK emergency contact as soon as possible. They should notify relevant parent(s). Keep in touch with GSK emergency contact and update them on changes to the situation.
- Monitor remaining children and accompany adults (safety, warmth, wellbeing, etc).
- Hold de-brief after incident. Record all details of incident and fill in paperwork as soon as possible.
- Report incident to ACECQA if needed through our kindergarten portal. <https://www.acecqa.gov.au/>
- Re-access situation. If whole group has not been evacuated, consider *Contingency Plan 2*.
- Note: If the *teacher in charge of the group* is one of the victims, then other GSK Educators will need to coordinate first aid treatment/evacuation.

## Appendix 2: Lost Procedures

To prevent a lost scenario arising the following steps will occur:

- GSK children will be instructed to remain with their buddies and their accompanying adult at all times.
- Leaders will be located at the front, middle and back of the groups when walking.
- At the commencement of the excursion the *teacher in charge of the group* will brief children and accompanying adults on what to do if they find themselves lost.
- Children will be instructed to remain where they are if they become lost or confused.

If a child is identified as 'lost', the *teacher in charge of the group* and GSK Educators should call a "break" to occupy the rest of the group while [they] assess the situation" (BMTAB, 2000, p. 207). Then:

- Conduct a head-count and confirm who is lost.
- Establish where who last saw the child, where and when.
- A sub group consisting of one/two GSK Educators and accompanying adults should go to search the location last visited by the group, calling the child's name, and cooeeing. Use the loud hailer to attract attention and stay within sight/hearing distance of each other.
- Remaining adults stay with the other children and keep them calm and safe.
- After 10 minutes of searching, the sub group should return to report. If no sign of missing child then notify 000 and GSK emergency contact ASAP and await further instruction.
- When calling emergency services, ensure you have adequate information about the missing child (eg. name, age, where last seen and by whom, clothing, physical and mental condition).

### Weather

- What is the forecast?
- Rain softening the ground; Snow or ice loading; Wind loading; Rain loadings on canopy; Wind direction
- What previous weather events might have affected trees: Long dry spells; Sodden ground
- Ensure appropriate clothing – sun safety, wet weather

Commented [NS1]: Does this require its own heading?

### Appendix 3: Lightning Safety

The distance (in kilometres) to a lightning flash may be estimated by dividing the time delay (in seconds) between the flash and the thunder by 3. If you hear thunder, find shelter urgently, especially if the time delay is less than 30 seconds. Try to remain sheltered for at least 30 minutes after the last sound of thunder.

- Seek shelter in a 'hard-top' (metal-bodied) vehicle or solid building but avoid small open structures or fabric tents.
- Do not shelter under small groups of (or single) trees.
- If far from shelter, crouch (alone, feet together), preferably in a hollow. Remove metal objects from head/body. Don't lie down flat but avoid being the highest object in the vicinity. If your hair stands on end or you hear 'buzzing' from nearby rocks, fences, etc, move immediately. At night, a blue glow may show if an object is about to be struck (St Elmo's fire).
- If driving slow down or park away from trees and power lines. Stay inside metal-bodied (hard top) vehicles or caravans but do not touch any metal sections.
- If swimming, leave the water immediately.
- Stay away from metal poles, fences, clotheslines etc.
- Do not: fly kites or model aeroplanes with control wires; handle fishing rods, umbrellas or golf clubs, etc; ride horses, bicycles or travel in open vehicles.

*Source: (Australian Bureau of Meteorology, 2011)*

#### Appendix 4: Covid19 Restrictions

Our centre follows the guidelines from the Department of Education in regards to Excursions off site. We regularly check in with these guidelines to ensure we are following the Covid19 Safe Plan for our Centre and Victorian Government Regulations.

Accompanying adults are not permitted at this stage to come on our community walks with Covid19 restrictions, this is changing regularly and we will update parents as to when changes are made.



## Section 2:

# Educational Learning Plan – Regular Outing Community Walks

### Educational Learning Plan

#### The Aim:

The aim of this Educational Learning Plan is to help educators guide learning when coming into contact with the community to enable the **enhancement of learning** for the children. We are using some of the following strategies for teaching when we are on a community walk:

*Sustained shared thinking* is defined as the result of two or more individuals (adults and children) working together in an intellectual way to solve a problem, clarify a concept or evaluate activities.

*Spontaneous learning* means doing an experience or activity that hasn't been planned for based on the child's needs or interests eg. Going to the shops to buy some food to cook that a child's requested, you helped this child based on an activity that you did which was unplanned.

*Scaffolding* is when we begin by exploring subject matter through projects and hands-on learning. A teacher can guide a child by asking questions, encouraging children to explore concepts and building upon prior knowledge

*Open-Ended Questions.* An open-ended **question** is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings.

*Modelling* is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.

*Demonstrate and explain.* As you model the activity, show how to do it by explaining and showing each step.

*Intentional teaching:* Prepare a list of questions to ask on the excursion just in case the children run out of questions.

*Covid19 Restrictions:* Our centre follows the guidelines from the Department of Education in regards to Excursions off site. We regularly check in with these guidelines to ensure we are following the Covid19 Safe Plan for our Centre and Victorian Government Regulations.

**Overview**

**What are the Educational benefits and what can we learn, children and adults from our Community Walks?**

- Children will build up their relationships with the local community
- Children will build up their relationships with the local businesses
- They will have opportunity to form relationships with a broad range of people
- This will help children build respect and trust in adults outside their immediate family
- The program becomes a lot more engaging for children
- The program becomes a lot more engaging for educators and parents who attend
- Educators/adults will form strong connections with your local community
- Extending learning from community interactions, which can go on for days back at our centre
- When children are engagement behaviour issues decline because children are interested in learning and not bored with a usual routine

**Who are the people you will meet on your walking excursions?**

The following is list of places that we attend regularly and who we may encounter at these places:

<p><b>Site 1 Primary School</b>, off site evacuation place (Golden Square School)</p> <ul style="list-style-type: none"> <li>• School age children from prep to grade 6</li> <li>• Teachers</li> <li>• Principals</li> </ul>	<p><b>Site 2 Local shops:</b> Post Office, Hair dressers, gift shop, nursery, community garden, bakery, opp shop, gs supermarket, chemist, newsagent</p> <p>We meet shop keepers men and women</p> <p>Postal workers</p> <p><b>Local residents:</b></p> <ul style="list-style-type: none"> <li>• People of varying age groups</li> <li>• People of varying cultures</li> <li>• Business owners</li> <li>• Retail workers</li> </ul>	<p><b>Site 3 Bus stop</b></p> <p>Walking to the bus stop we often meet the Postal workers and Local residents walking, prams, wheelchairs</p> <p>We meet local residents ready to hop on the bus</p> <p>Bus driver's men and women</p> <p>Elderly people</p> <p>Teenagers</p> <p>Baby's, toddlers</p>	<p><b>Site 4 Bowling club</b></p> <ul style="list-style-type: none"> <li>• Sports men and women</li> <li>• Elderly people</li> <li>• Young people</li> </ul>
--	---	---	--

<p><b>Site 5 Golden Square Supermarket</b></p> <ul style="list-style-type: none"> <li>• Elderly people</li> <li>• Young people</li> <li>• Check out assistants</li> <li>• Deli assistants</li> <li>• Grocery assistants</li> </ul>	<p><b>Site 6 Golden Square Fire Station</b></p> <ul style="list-style-type: none"> <li>• Fire fighter men and women</li> </ul>	<p><b>Site 7 Laundry mat, Dy Cleaners</b></p> <ul style="list-style-type: none"> <li>• Dry cleaner workers</li> <li>• Residents using the machines at the laundry mat</li> </ul>	<p><b>Site 8 Oval on Allingham Street</b></p> <ul style="list-style-type: none"> <li>• Workmen working on the roads</li> <li>• Grounds keepers working on the oval</li> <li>• People walking their dogs</li> <li>• Road workers working on the road</li> <li>• Tree toppers working on the power lines</li> </ul>
<p><b>Site 9 Taking children to the car park next door to kinder (eg bike riding)</b></p> <ul style="list-style-type: none"> <li>• People driving into the car park</li> <li>• People walking into the car park</li> </ul>	<p><b>Site 10 Walking children along the Bendigo Creek (Near the Golden Square Pool)</b></p> <ul style="list-style-type: none"> <li>• Bendigo Residents Walking along the creek</li> <li>• Dogs being walked on leads or off leads</li> </ul>	<p><b>Site 11 Hargreaves Street Bendigo Post Box</b></p> <ul style="list-style-type: none"> <li>• Residents of Golden Square</li> <li>• Australia Post Workers</li> <li>• Dogs and their owners</li> </ul>	

**What do they do?**

<ul style="list-style-type: none"> <li>• They run small business</li> <li>• They run large business</li> <li>• They grow things.</li> <li>• They handle money</li> <li>• They sell things</li> <li>• They recycle things</li> <li>• They teach us how to read and write, do maths, sing, learn another language</li> <li>• They teach us how to do a new sport</li> <li>• They cut our hair</li> </ul>	<ul style="list-style-type: none"> <li>• They put out fires for us or rescue us and animals</li> <li>• They provide us with medicine</li> <li>• They clean our clothes</li> <li>• They fix our roads</li> <li>• They deliver our mail</li> <li>• They give us food</li> <li>• They make roads for us to drive on</li> <li>• They build houses</li> <li>• They transport us all around the town</li> </ul>	<ul style="list-style-type: none"> <li>• They wash and dry our clothes</li> <li>• They grow plants</li> <li>• They make food for us to buy</li> <li>• They make products for us to buy</li> <li>• They give us medicine</li> <li>• They tell us about the local and world news</li> <li>• They give wide open spaces to run</li> <li>• Give places to ride our bikes</li> </ul>
--	---	---

**What can we learn from them? How does this relate to the Learning outcomes of the Victorian Early Years Learning and Development Framework**

**OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**

**OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**

**OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**

**OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

**OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**

*Below each of the Sites we visit below are the learning outcome descriptors for the Victorian Early Years Learning and Development Framework.*

Site	<b>OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY</b>	<b>OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD</b>	<b>OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING</b>	<b>OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS</b>	<b>OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS</b>
<b>Site 1 Golden Square Primary School</b> , off site evacuation place	<p>Meet a principal and learn about his role</p> <ul style="list-style-type: none"> <li>Children feel safe, secure, and supported.</li> </ul>	<p>Finding out what it is going to look and sound like to go to a big school</p> <ul style="list-style-type: none"> <li>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</li> </ul>		<p>Look at some of the work the children are doing</p> <ul style="list-style-type: none"> <li>Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</li> </ul>	
<b>Site 2 Local shops:</b> Post Office, Hair dressers, gift shop, nursery, community garden, bakery, opp shop,	<ul style="list-style-type: none"> <li>Children empathise and express concern for others</li> </ul>	<p>Meeting local residents teaches us that we don't all look and sound the same, some people have come to this country from</p>		<ul style="list-style-type: none"> <li>Children transfer and adapt what they have learned from one context to another</li> </ul>	

<p>gs supermarket, chemist, newsagent</p> <p>Meeting shop owners they can show us what their business does eg. Where does our mail go when we take it to the post office?</p>		<p>other countries in the world.</p> <ul style="list-style-type: none"> <li>Children explore the diversity of culture, heritage, back found and tradition and that diversity presents opportunities for choices and new understandings.</li> </ul> <p>Teaches us about diversity when we see children in wheel chairs, some people can't use certain parts of their body and have aids to move around</p> <ul style="list-style-type: none"> <li>Become aware of connections, similarities and differences between people</li> </ul>		<p>Children learn to feel safe around adults and people they don't know outside kinder and their family group.</p>	
<p><b>Site 3 Bus stop</b></p>		<p>-Learn how to use a myki card</p> <ul style="list-style-type: none"> <li>Children broaden their understanding of the world they live in</li> </ul>	<p>-Learn to get on and off busses safely</p> <ul style="list-style-type: none"> <li>Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.</li> </ul>		<p>-Learn how to read a bus time table</p> <ul style="list-style-type: none"> <li>Children explore print text, from a range of different perspectives and begin to analyse the meanings</li> </ul>
<p><b>Site 4 Golden Square bowling club</b></p>	<p>-Meet sports people</p> <ul style="list-style-type: none"> <li>Recognise their individual achievements and the</li> </ul>		<p>-Learn about the sport of bowling, rules, and regulations surrounding it</p> <ul style="list-style-type: none"> <li>Manipulate equipment and</li> </ul>	<p>-Learn about trophies and medals</p> <ul style="list-style-type: none"> <li>Explore the purpose and function of a range of tools</li> </ul>	

	achievements of others		manage tools with competence		
Site 5 – Golden Square Supermarket		<p>Learn what supermarket workers do eg. Deli, Frozen Dept, Groceries, Front End Assistants</p> <ul style="list-style-type: none"> <li>Listen to others ideas and respect different way of doing and being in our world</li> </ul>	<p>Learn how food is made in the supermarket</p> <ul style="list-style-type: none"> <li>Use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to the world they live in</li> </ul> <p>Learn what is out the back in the supermarket (tour the freezers)</p> <p>Learn where the meat and fruit and veg come from that gets delivered to the supermarket.</p> <ul style="list-style-type: none"> <li>Show an increasing awareness of healthy lifestyles and good nutrition</li> </ul> <p>Learn how to be Covid19 Safe in our Community</p> <ul style="list-style-type: none"> <li>Children take increasing responsibility for their own health and physical wellbeing</li> </ul>		
Site 6 Golden Square Fire Station				<p>Take a tour of the fire station</p> <ul style="list-style-type: none"> <li>Engage in co-construct learning</li> </ul>	<p>Listen to the sirens</p> <ul style="list-style-type: none"> <li>Respond verbally to what we see, hear, touch and smell</li> </ul>

				<p>Take a tour of a fire truck</p> <ul style="list-style-type: none"> <li>• Experience the benefits and pleasures of shared learning exploration</li> </ul> <p>Look at the protective clothing</p> <ul style="list-style-type: none"> <li>• Engage in learning relationships</li> </ul> <p>Learn about fire safety plans and what to do, and the number to call in an emergency</p> <ul style="list-style-type: none"> <li>• Use reflective thinking and consider why things happen and what can be learnt from these experiences.</li> </ul>	<p>Listen to the fire fighters tell us how they do their job to protect us</p> <ul style="list-style-type: none"> <li>• Engage in enjoyable reciprocal interactions using verbal and non-verbal language</li> </ul>
<p><b>Site 7 Laundry Mat and Dry Cleaners</b></p>	<p>Learning about how some people don't have enough money to buy a washing machine so they bring their clothes to the laundry mat</p> <ul style="list-style-type: none"> <li>• Empathise and express concern for others</li> </ul>		<p>Looking at the size of the washers and dryers in a laundry mat and using them</p> <ul style="list-style-type: none"> <li>• Manipulate and manage equipment</li> </ul>	<p>How do clothes get washed, dried and ironed a laundry mat</p> <ul style="list-style-type: none"> <li>• Make connections between experiences, concepts and processes</li> </ul>	<p>Learning about how you pay in coins to wash your clothes in the laundry mat</p> <p>Begin to understand numeracy concepts</p>
<p><b>Site 8 Oval on Allingham street</b></p>		<p>-Meeting local construction and road workers and see how they make roads, fix road, build houses</p>	<p>-Undertake some physical activity ball games, kites, balloon rocks, eat some food with your peers</p> <ul style="list-style-type: none"> <li>• Combine gross and fine motor movement</li> </ul>		

		<ul style="list-style-type: none"> <li>Show growing appreciation and care for natural and constructed environments</li> </ul> <p>-Ensuring we take all the rubbish we came with off the ground so the oval is left in the same condition we found it.</p> <ul style="list-style-type: none"> <li>Develop an awareness of the impact of human activity on environments and the interdependence of living things</li> </ul>	and balance to achieve including complex patters of activity		
Site 9 Taking children to the car park next door to kinder (eg bike riding)			<p>-Undertake bike riding in the car park</p> <p>-Moving our body in space being mindful of others</p> <ul style="list-style-type: none"> <li>Health &amp; Physical - Children demonstrate spatial awareness &amp; orient themselves, moving around &amp; through their environments confidently and safely</li> </ul>		
Site 10 - Walking along the Bendigo Creek		<p>-Taking a different view of Bendigo walking along the creeks</p> <p>-Where does this water come from? Where does it go?</p>			

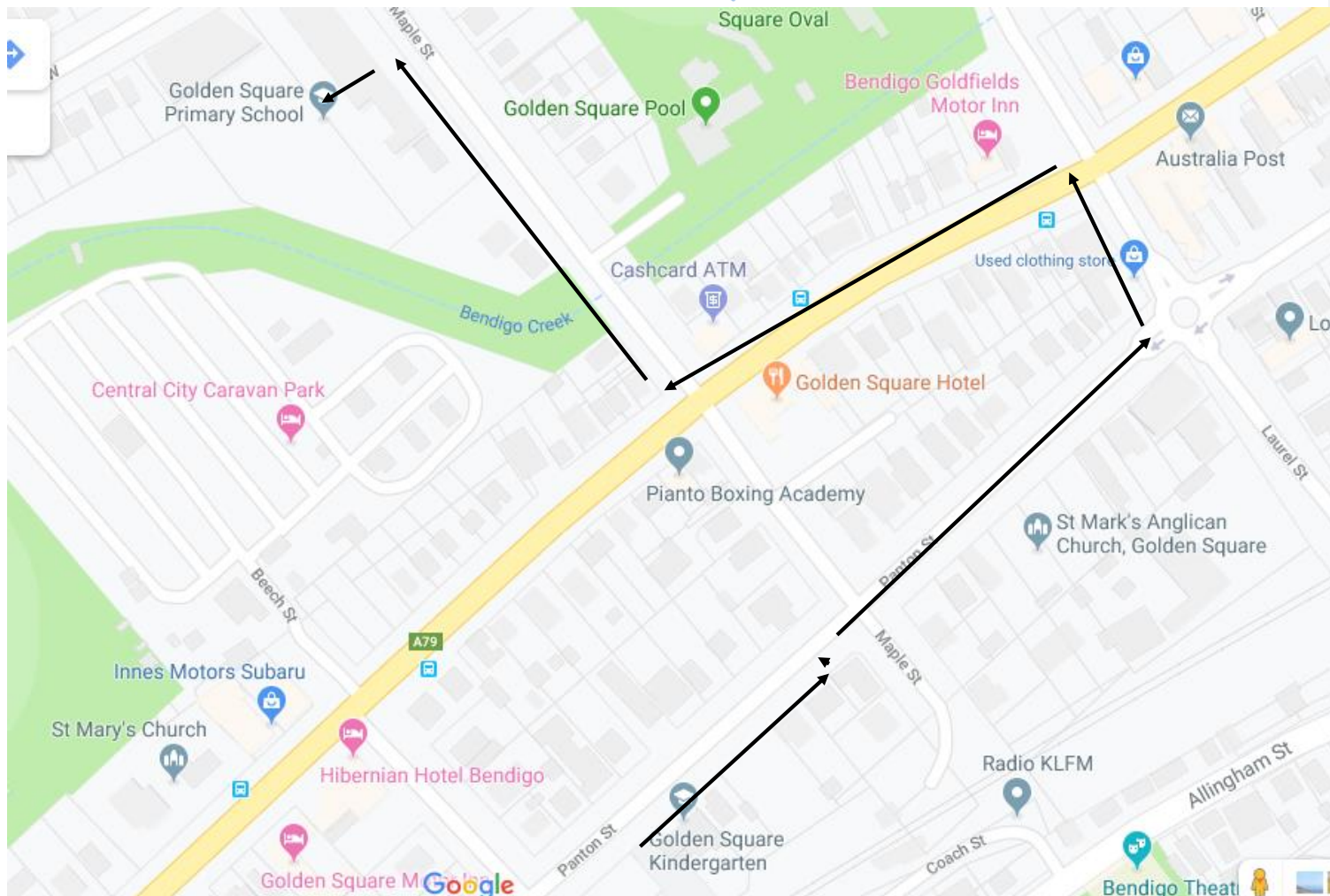


		<p>-What animals live in a creek?</p> <ul style="list-style-type: none"> <li>• Socially responsible &amp; Respectful of Environment -Children develop an awareness of the impact of human activity on environments and the interdependence of living things.</li> </ul>			
Site 11 Hargreaves Street Bendigo Post Box					<p>-Where do letters go once we write them?          -Writing for purpose          -Connecting with people in our community</p> <ul style="list-style-type: none"> <li>• Children's Interactions; verbal &amp; non-verbal-Children convey &amp; construct messages with purpose &amp; confidence, building on literacy's of home/ family &amp; the broader community</li> </ul>

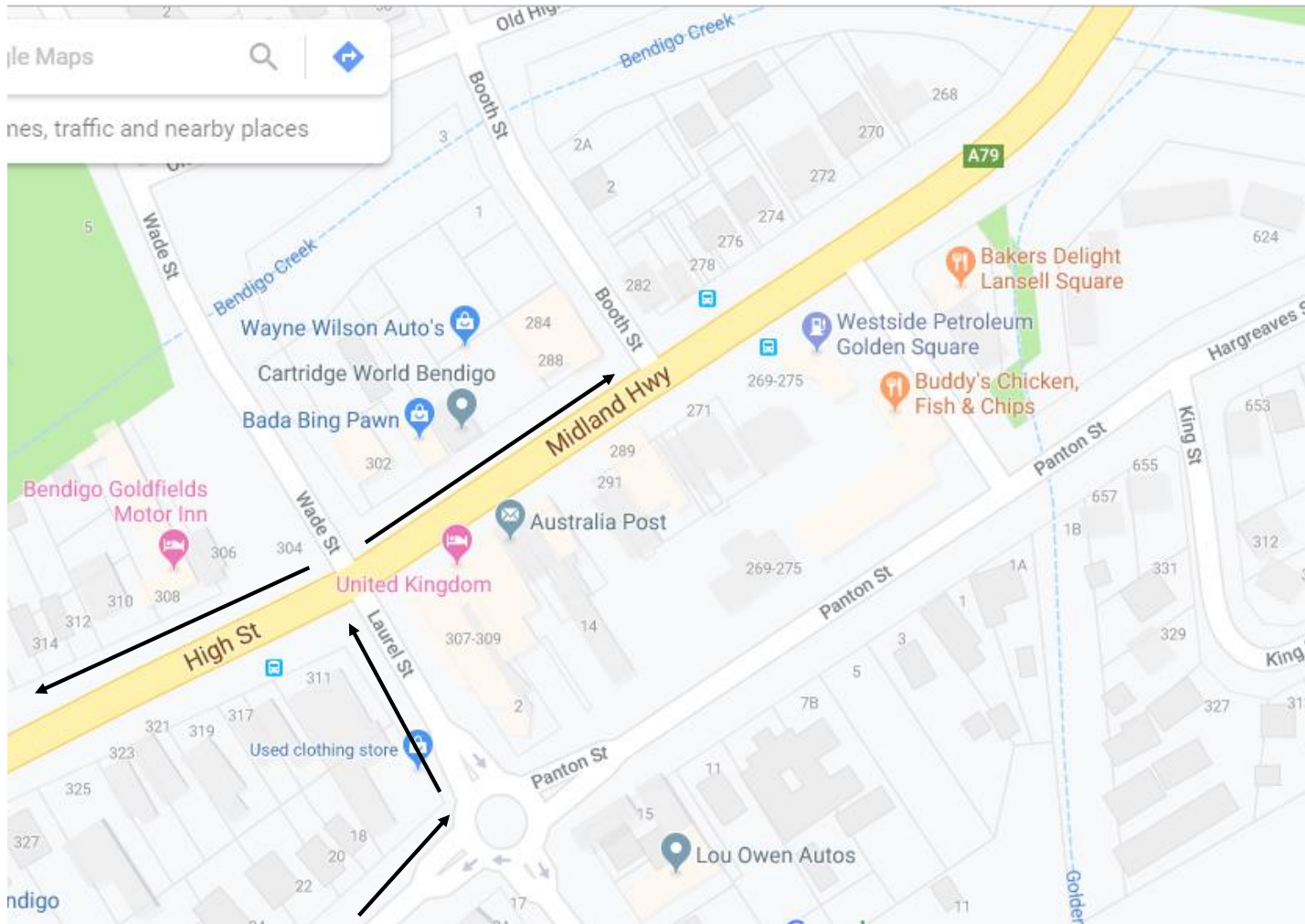
**How will you determine what children have gained from the experience?**

- Interview the children (Childs Voice)
- Create learning documentation after every community walk about the places/shops etc that you visited
- Provide a copy of your learning documentation to the community member/shop/businesses that you visited
- Provide them with a certificate of appreciation
- Tag the community member/business you visited on both our Facebook/Instagram page and theirs.
- Feedback to parents through educa and Daily Diary.

# SITE 1 GOLDEN SQUARE SCHOOL



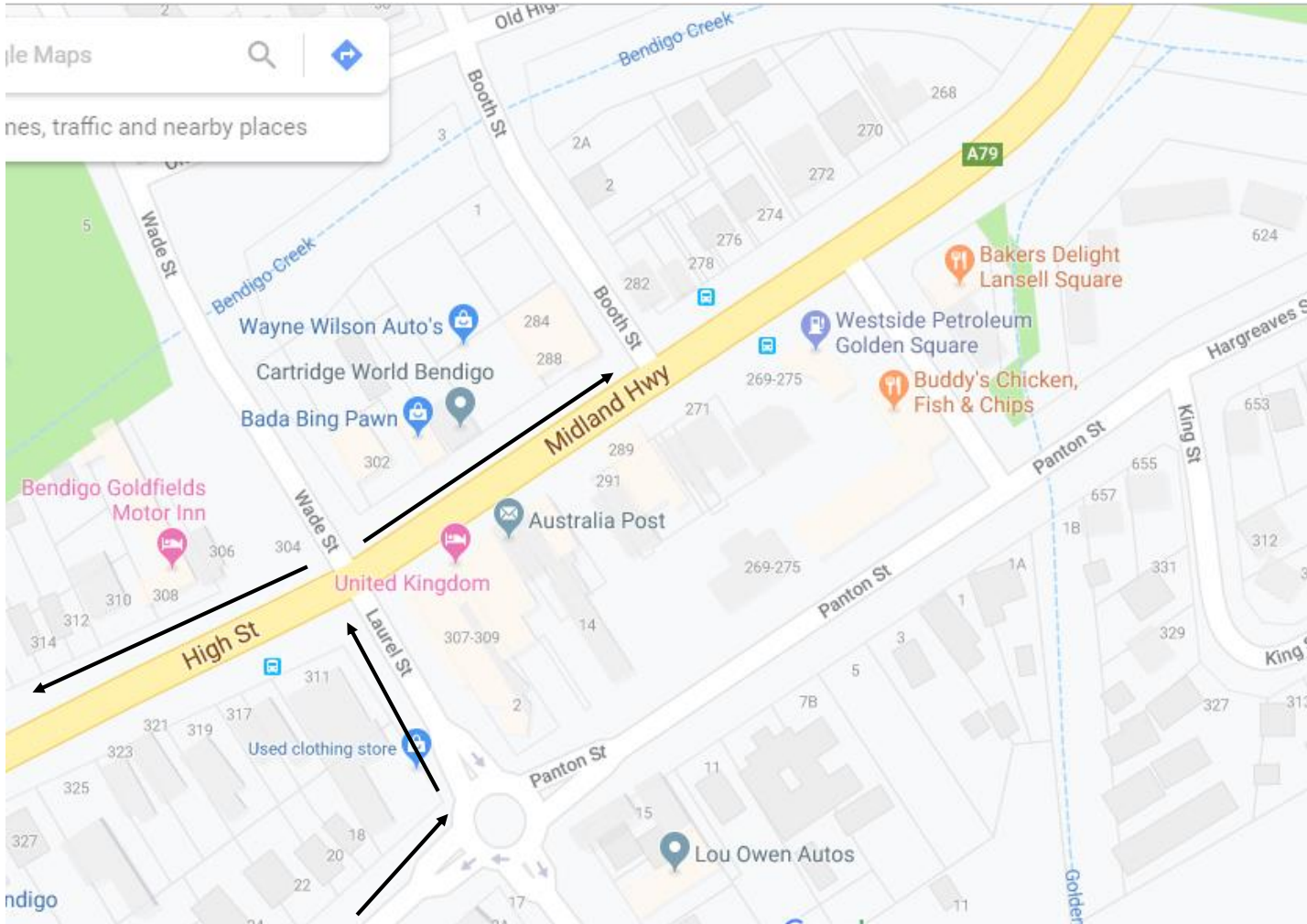
# SITE 2 ENTERING INTO SHOPS IN THE GOLDEN SQUARE CBD



## Site 2 Local shops:

- Hair Dressers
- Chemist
- Op shop
- News agents
- Post Office
- Gift nursery
- Plan Nursery
- Bakery
- Community Gardens
- Gold Radio Station

# SITE 2 ENTERING INTO SHOPS IN THE GOLDEN SQUARE CBD




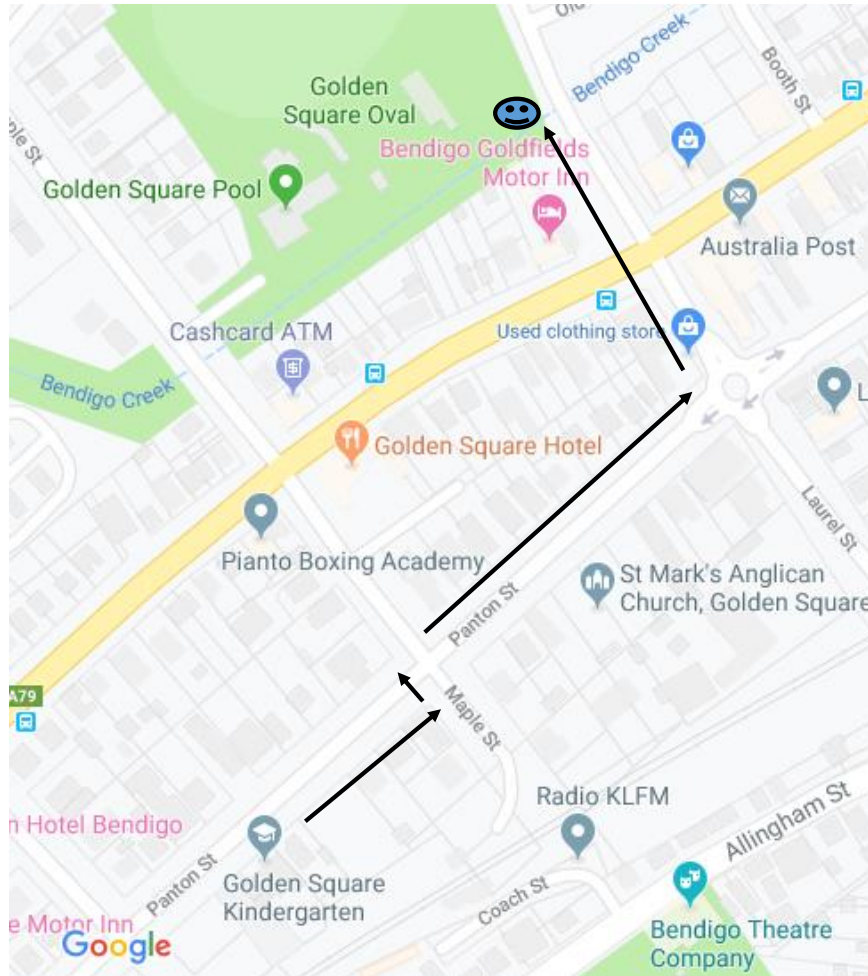
## Site 2 Local shops:

- Hair Dressers
- Chemist
- Op shop
- News agents
- Post Office
- Gift nursery
- Plan Nursery
- Bakery
- Community Gardens
- Gold Radio Station

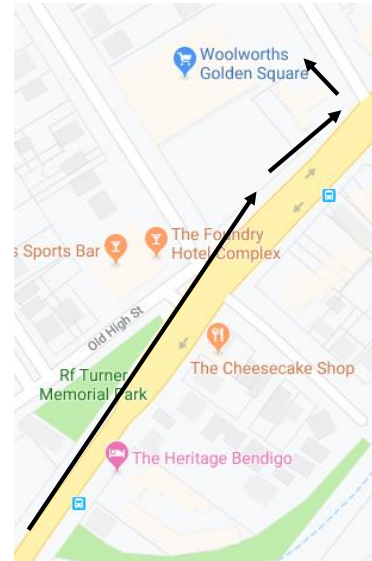
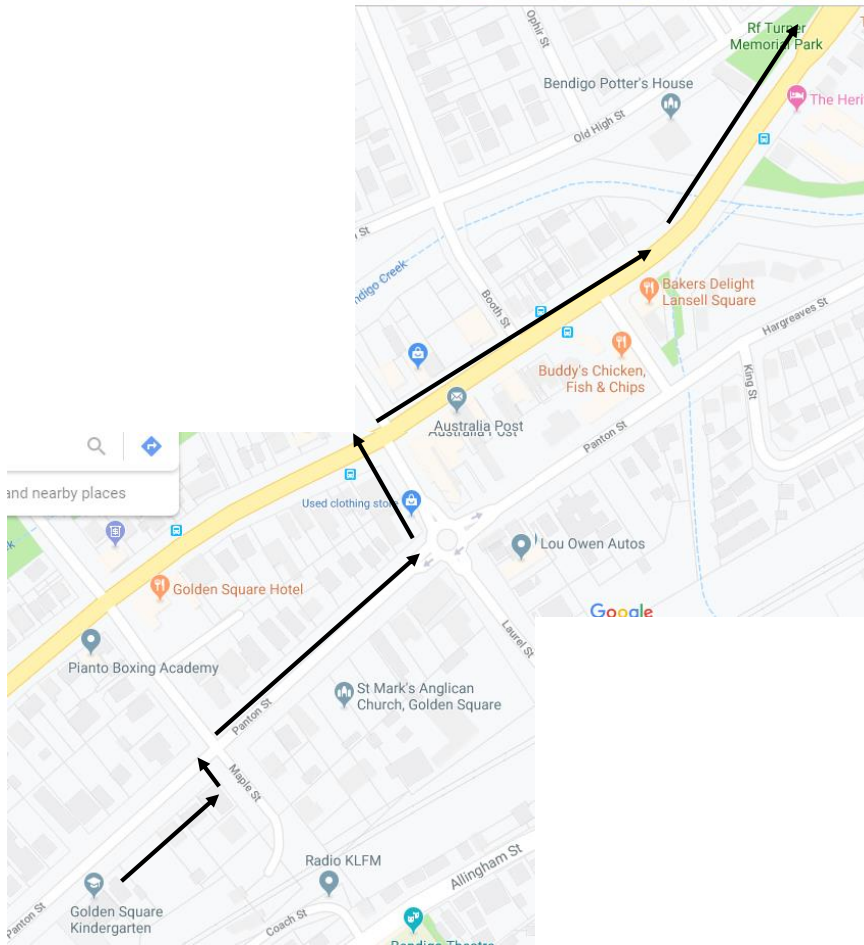


# SITE 4 GOLDEN SQUARE BOWLS CENTRE.

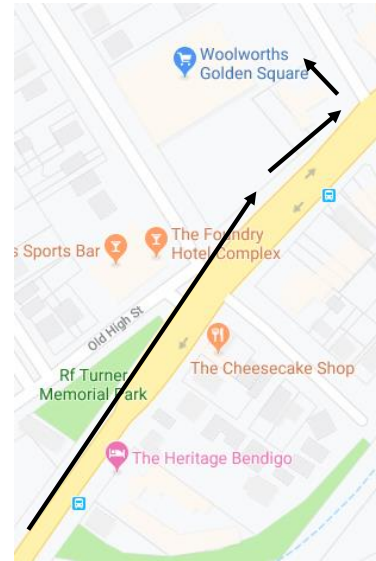
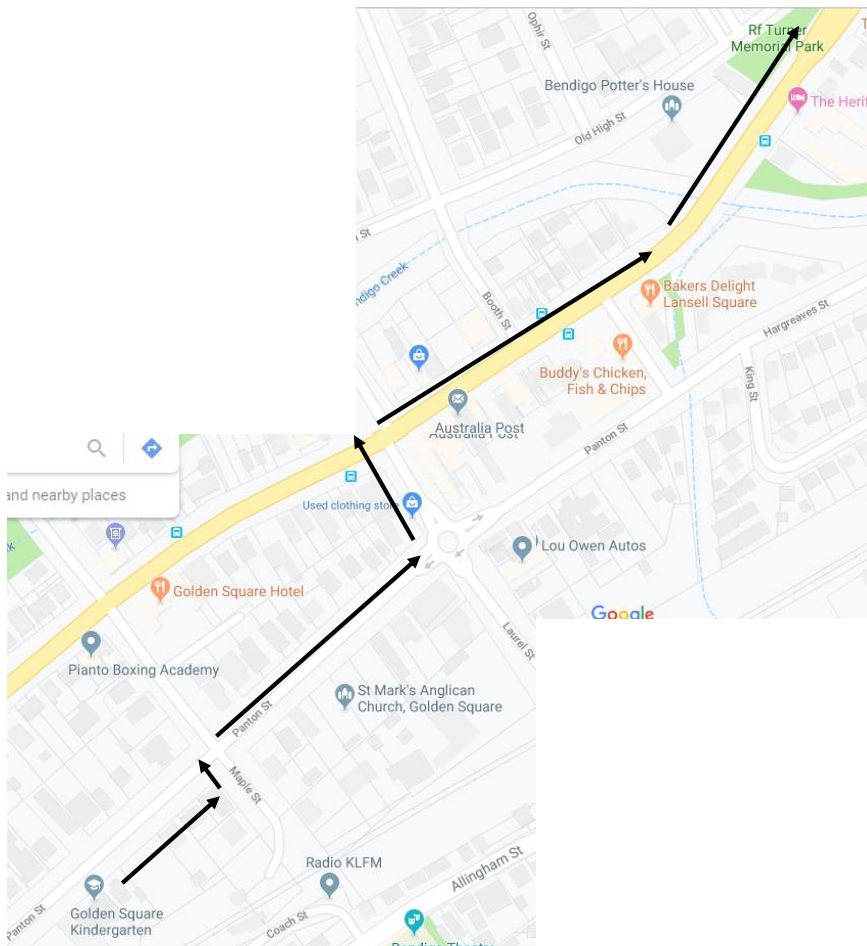
 Bowls Centre



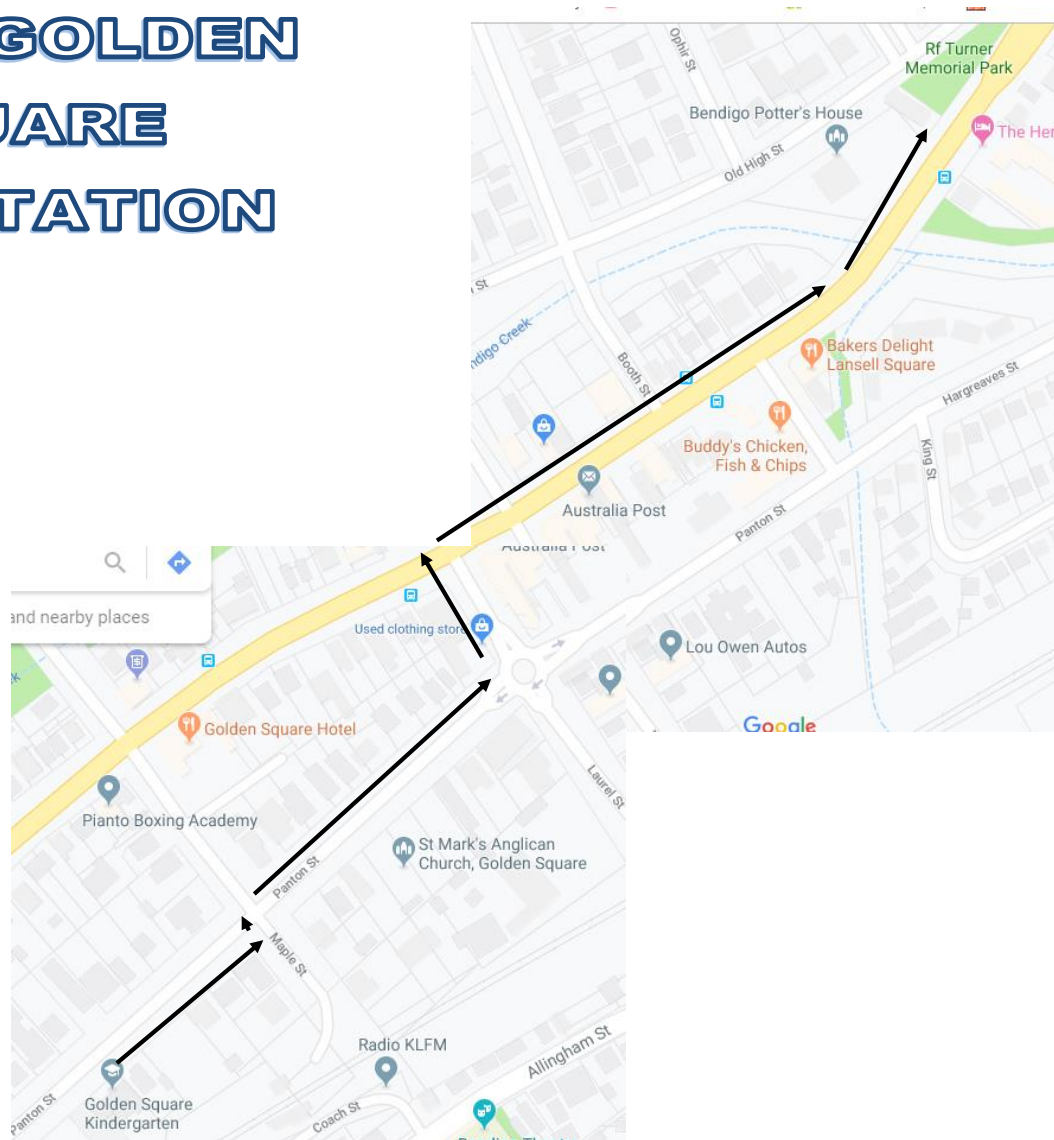
# SITE 5 GOLDEN SQUARE SUPERMARKET



# SITE 5 GOLDEN SQUARE SUPERMARKET

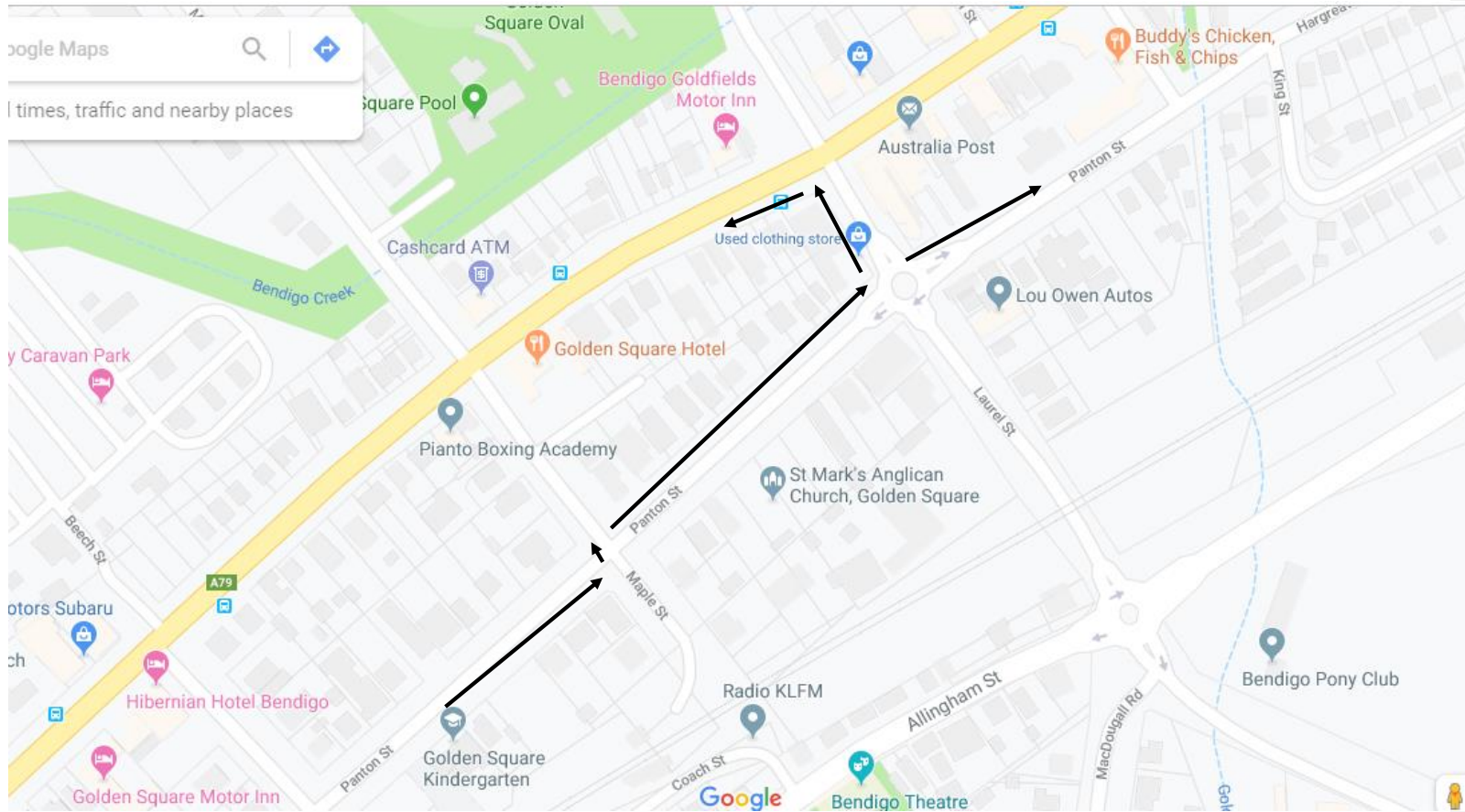


# SITE 6 GOLDEN SQUARE FIRE STATION

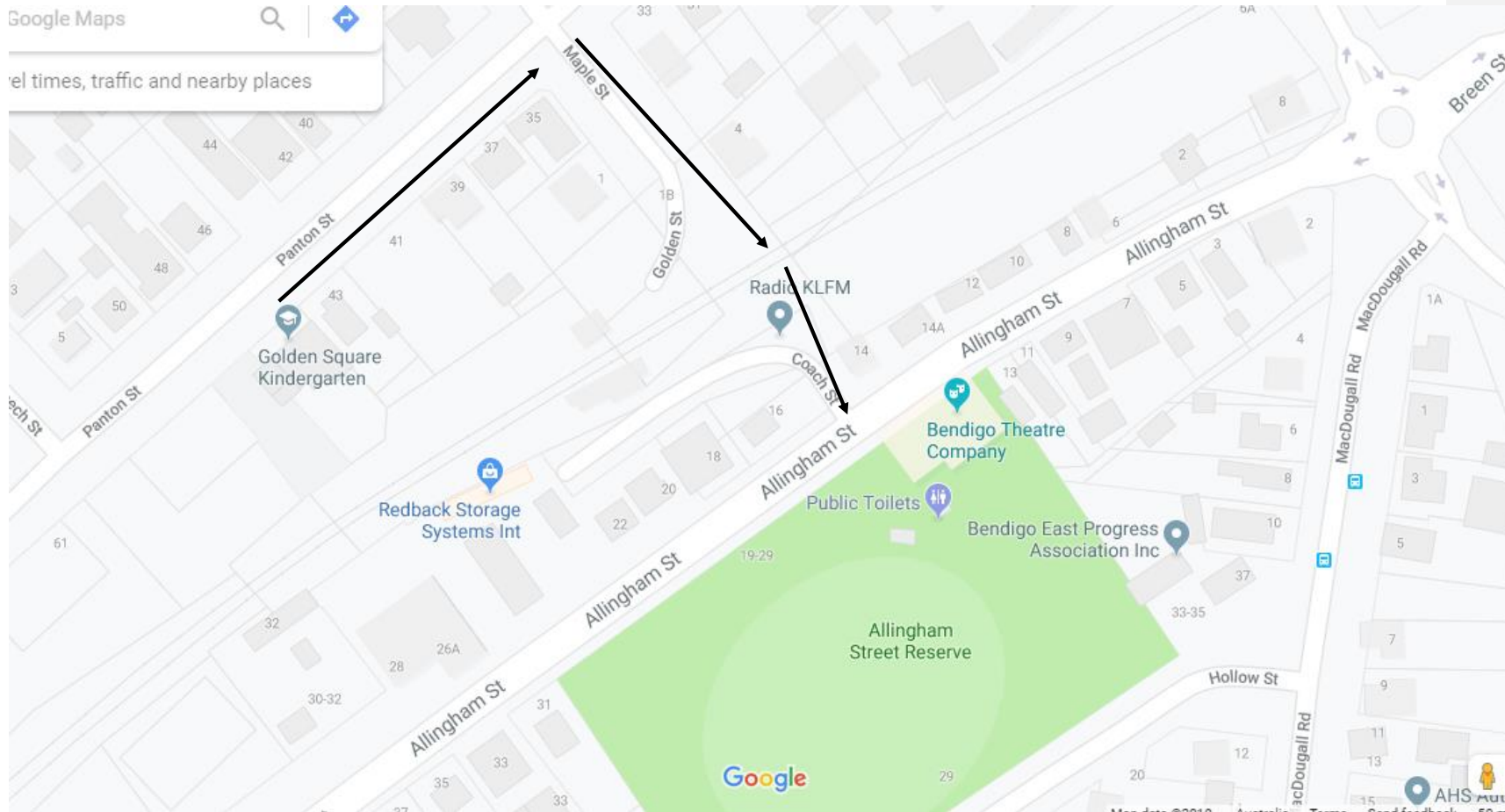




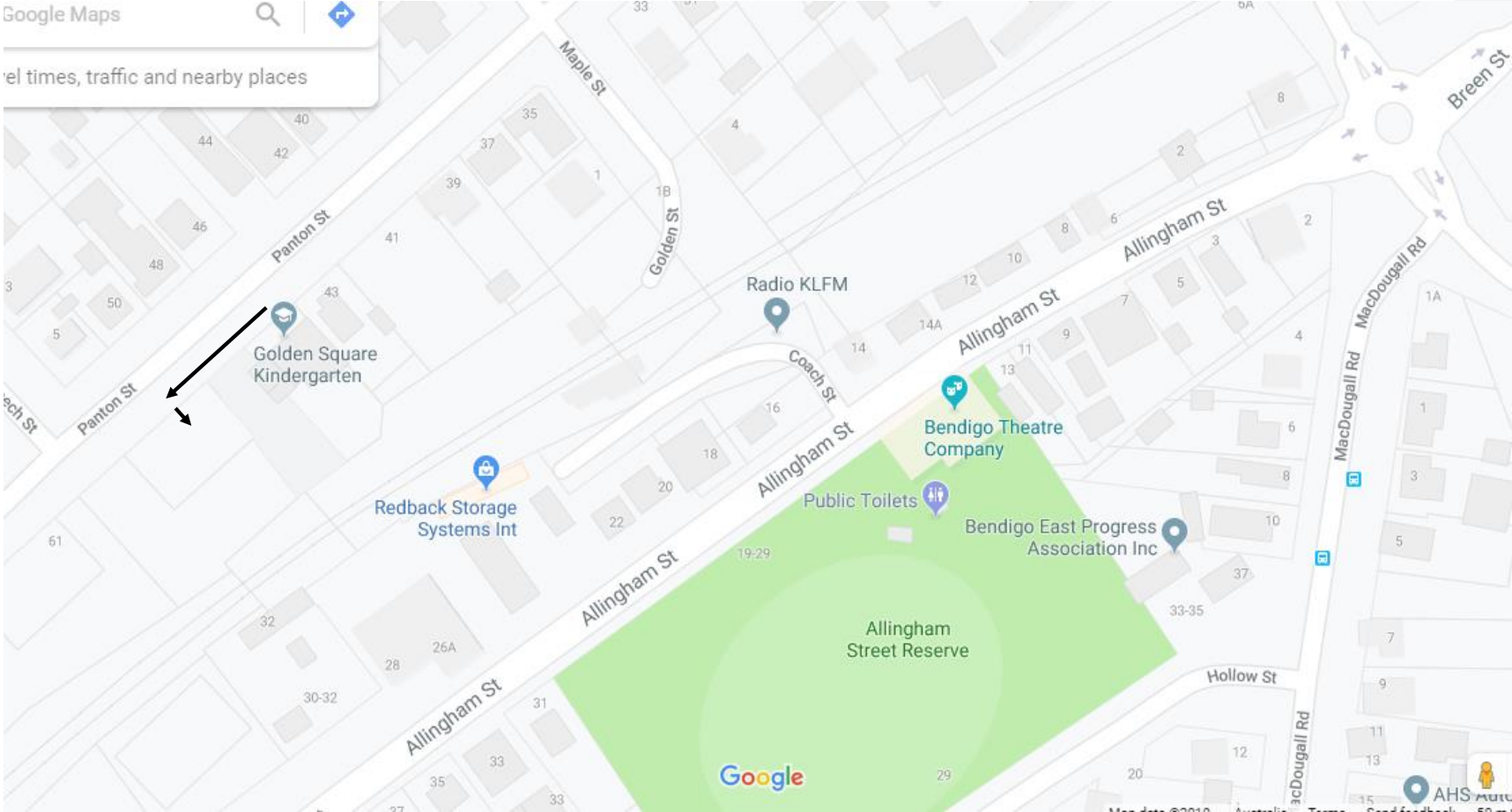
# SITE 7 LAUNDRY MAT AND DRY CLEANERS & Op SHOP



# SITE 8 ALLINGHAM ST GOLDEN SQUARE OVAL & KLFM RADIO

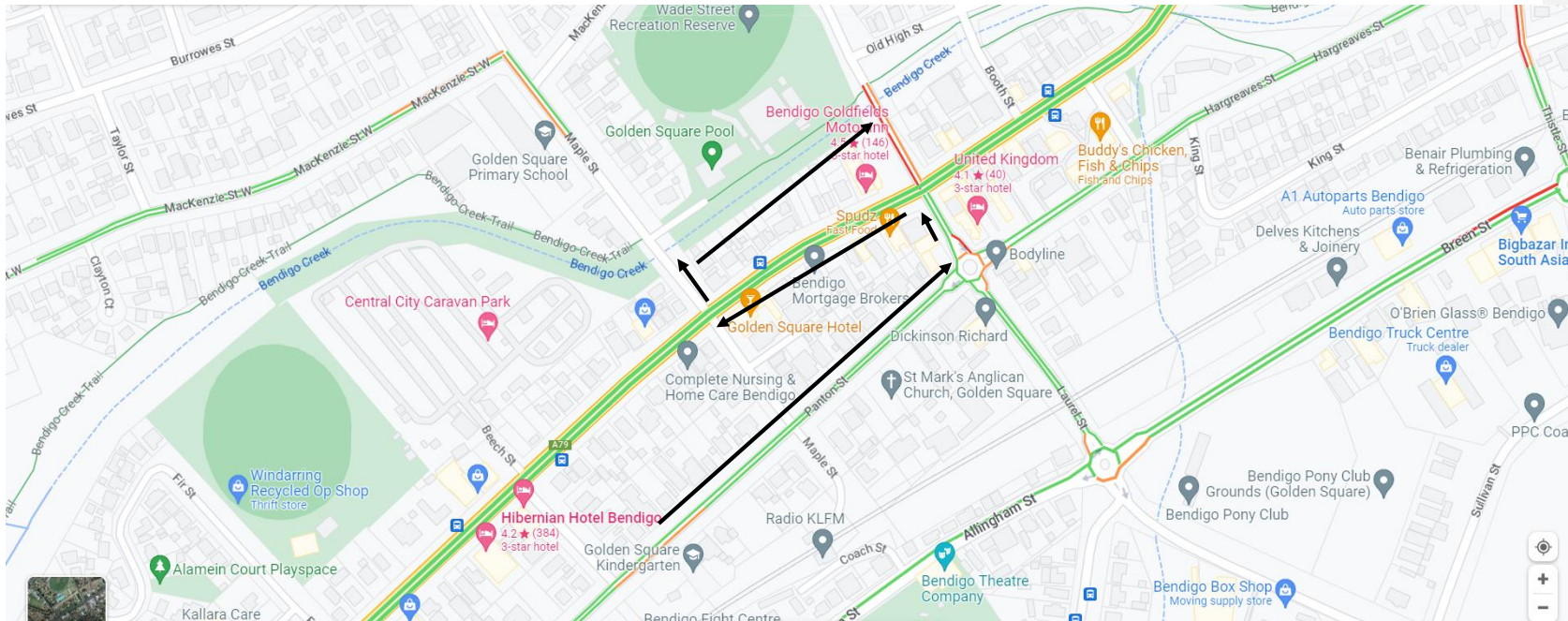


# SITE 9 CAR PARK NEXT DOOR





# SITE 10 WALKING ALONG THE BENDIGO CREEK



# SITE 11 HARGREAVES ST GOLDEN SQUARE POST BOX

