



# CUSTOMISED SCHOOL EXCURSIONS

Wollondilly Tours is a local, family owned and operated tour business in Wollondilly Shire. We are passionate about our local area and highlighting the features of Wollondilly in an educational and fun setting.

We provide customised school excursions/experiences within the Wollondilly area and beyond. We can work within your required budget to ensure students are receiving a fun and educational experience.

Our staff all hold a current Working with Children Check, Police Check and First Aid Certificate.

## Excursion Packages

The excursion packages created by Wollondilly Tours are mapped directly to the Department of Education syllabus for the relevant subject, to ensure that the excursion contributes directly to course outcomes. The content is also created to achieve 'Learning across the Curriculum' and the syllabus mapping document makes reference to this.

Learning resources are also provided to teachers and students to support the knowledge gained during the excursion.

An individual Risk Assessment and Management Plan is included for each excursion. The Risk Assessment and Management Plan can be altered to meet the needs of the particular excursion, and we can provide access for you to make amendments to the document if needed, to ensure all areas of risk are identified and managed.

Excursion packages and content can be customised to meet the outcomes of any subject, and excursion locations can be amended to target a specific town or area. See Sample of the Picton Historical Tour attached.

For enquiries or further information, please contact Wollondilly Tours at [wollondillytours@gmail.com](mailto:wollondillytours@gmail.com) or 0424 843 515.



# PICTON HISTORICAL TOUR

Picton Historical Tour is a custom school excursion catering for Years 1 – 6 which will contribute to the achievement of Stage 1 – 3 of the NSW Department of Education History Syllabus and also supports Learning across the Curriculum.

See Syllabus Mapping & Risk Assessment and Management Plan attached.

Duration: Approx. 3.5 hours


Inclusions:


- Guided bus tour discussing and highlighting historical people, places and events in Picton
- Guided walk around historical sites where safe and appropriate
- Stop at appropriate site for lunch break
- Visit approx. 10 historical locations in Picton
- Knowledgeable and fun content
- Hi Vis Vests for Staff/Volunteers & Students
- Clipboard for each student
- Pencil for each student
- Printed learning materials and questionnaire for students to complete in groups
- Spare bottled water
- First Aid Kit


Cost: \$15 per student plus bus hire cost – minimum 40 students

Note: Bus hire cost can be quoted upon enquiry so full cost is known prior to booking.



| HISTORY SYLLABUS |   |  |   |   |
|------------------|---|--|---|---|
| Stage 1-3        | Course Objective – Knowledge, Understanding & Skills  | Relevant Course Outcome  | Historical Picton Tour Contribution   | Learning Across the Curriculum relevance  |
| Stage 1          | <p><b>KNOWLEDGE, UNDERSTANDING &amp; SKILLS</b></p> <p>Students develop knowledge and understanding about the nature of history and key changes and developments from the past</p> <p>Students develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.</p> <p><b>VALUES &amp; ATTITUDES</b></p> <p>Students will value and appreciate history as a study of human experience.</p> <p>Students will value and appreciate the opportunity to develop a lifelong interest in and enthusiasm for history</p> <p>Students will value and appreciate the nature of history as reflecting differing perspectives and viewpoints</p> | <p><b>HT1-1</b><br/>communicates an understanding of change and continuity in family life using appropriate historical terms</p> <p><b>HT1-2</b><br/>identifies and describes significant people, events, places and sites in the local community over time</p> <p><b>HT1-3</b><br/>describes the effects of changing technology on people’s lives over time</p> <p><b>HT1-4</b><br/>demonstrates skills of historical inquiry and communication</p> | <p>Gain knowledge of historically significant local families and their contribution to the Shire.</p> <p>Gain knowledge of historically significant people from our Shire, learn about historical events, and visit/discuss historically significant sites and landmarks and the impacts these people, events, places and sites have had on our township and community</p> <p>Learn about historical technologies and gain knowledge of how and why technologies have improved over time and the impact this has on our lives</p> <p>Gain an increased understanding of the history of our local area by providing learning material and resources to support knowledge gained during the tour, provide opportunities for questions and inquiry</p> |  |

|                |   |   |  |  |
|----------------|---|---|--|--|
|                | <p>Students will value and appreciate the opportunity to contribute to a democratic and socially just society through informed citizenship</p> <p>Students will value and appreciate the contribution of past and present peoples to our shared heritage.</p>   |   |  |  |
| <p>Stage 2</p> | <p><b>KNOWLEDGE, UNDERSTANDING &amp; SKILLS</b><br/>         Students develop knowledge and understanding about the nature of history and key changes and developments from the past</p> <p>Students develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.</p> <p><b>VALUES &amp; ATTITUDES</b><br/>         Students will value and appreciate history as a study of human experience.<br/>         Students will value and appreciate the opportunity to develop a lifelong interest in and enthusiasm for history</p> <p>Students will value and appreciate the nature of history as reflecting</p> | <p><b>HT2-1</b><br/>         identifies celebrations and commemorations of significance in Australia and the world</p> <p><b>HT2-2</b><br/>         describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p><b>HT2-3</b><br/>         describes people, events and actions related to world exploration and its effects</p> <p><b>HT2-4</b><br/>         describes and explains effects of British colonisation in Australia</p> | <p>Gain knowledge of local celebrations and commemorations of significance by visiting RSL Park and learning about the significance of Anzac Day. Learn about the Australia Day celebrations held at Picton Botanic Gardens.</p> <p>Increase knowledge of historically significant people from our Shire, learn about historical events, and visit/discuss historically significant sites and landmarks within the local community and the impacts these things have had on our township and community</p> <p>Gain knowledge of the founding of the Wollondilly Shire and establishment of the township of Picton</p> <p>Gain an increased understanding of the history of our local area by</p> |  |

|         |  |  |  |  |
|---------|--|--|--|--|
|         | <p>differing perspectives and viewpoints</p> <p>Students will value and appreciate the opportunity to contribute to a democratic and socially just society through informed citizenship</p> <p>Students will value and appreciate the contribution of past and present peoples to our shared heritage.</p>   | <p><b>HT2-5</b><br/>applies skills of historical inquiry and communication</p>   | <p>providing learning material and resources to support knowledge gained during the tour, provide opportunities for questions and inquiry</p>  |  |
| Stage 3 | <p><b>KNOWLEDGE, UNDERSTANDING &amp; SKILLS</b><br/>Students develop knowledge and understanding about the nature of history and key changes and developments from the past</p> <p>Students develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.</p> <p><b>VALUES &amp; ATTITUDES</b><br/>Students will value and appreciate history as a study of human experience.</p> <p>Students will value and appreciate the opportunity to develop a lifelong</p> | <p><b>HT3-1</b><br/>describes and explains the significance of people, groups, places and events to the development of Australia</p> <p><b>HT3-2</b><br/>describes and explains different experiences of people living in Australia over time</p> <p><b>HT3-3</b><br/>identifies change and continuity and describes the causes and effects of change on Australian society</p> <p><b>HT3-5</b><br/>applies a variety of skills of</p> | <p>Increase knowledge of historically significant people from our Shire, learn about historical events, and visit/discuss historically significant sites and landmarks within the local community and the impacts these things have had on our township and community.</p> <p>Gain knowledge of the founding of the Wollondilly Shire and establishment of the township of Picton.</p> <p>Gain knowledge of how people lived in the past compared to how they live now and the impacts of the changes. Discuss changes over time including exploration and transportation and infrastructure</p> |  |



|  |   |   |  |  |
|--|---|---|--|--|
|  | <p>interest in and enthusiasm for history</p> <p>Students will value and appreciate the nature of history as reflecting differing perspectives and viewpoints</p> <p>Students will value and appreciate the opportunity to contribute to a democratic and socially just society through informed citizenship</p> <p>Students will value and appreciate the contribution of past and present peoples to our shared heritage.</p> | <p>historical inquiry and communication</p> | <p>changes and the impacts on the town and community</p> <p>Gain an increased understanding of the history of our local area by providing learning material and resources to support knowledge gained during the tour, provide opportunities for questions and inquiry</p> |  |
|--|---|---|--|--|



## PICTON HISTORICAL TOUR – RISK ASSESSMENT & MANAGEMENT PLAN

| Situation                                       | Anticipate   | Find out  |             | Eliminate or control   |                      | Talk others                     | You                                     |
|---|--|---|-------------|--|----------------------|---------------------------------|---|
| List the details of the activity, event or task | What could go wrong?   | What current controls are in place?   | Risk rating | What else can be done to control this risk?  | Residual risk rating | Controls to be actioned by who? | When do you need to review the control? |
| Road Safety                                     | Collision between vehicle and students                                       | <p>Pedestrian crossings and footpaths utilised whenever available</p> <p>Position supervisors on roads when crossing</p> <p>Teacher/Volunteers provides direct supervision during road crossing</p> <p>Bus directed to safe pick-up/drop-off sites</p>  | 3           | <p>Employ current controls</p> <p>Hi Vis safety vests to be used for guide and teachers/volunteers and children (Wollondilly Tours will provide)</p>   | 3                    | Guide & Staff                   | Prior, During and After fieldwork       |
| Walking between guided activities and lessons   | <p>Falling or tripping due to uneven ground</p> <p>Separation from group</p> | <p>Whenever appropriate, walking on established paths and trails</p> <p>Warn students of risk of tripping when at site with uneven ground/trip hazards - eg – steep steps coming up</p> <p>When appropriate, warn of risks or running</p> <p>Guide to conduct visual site inspection complete prior to excursion. Any hazards noted and avoided.</p> <p>Guide &amp; Teachers/Volunteers communicate to establish known group size and conduct head counts when necessary</p> <p>Guide &amp; Teachers/Volunteers coordinate supervision of group whilst moving between</p> | 5           | <p>Ensure qualified first aider is present (Guide is first aid qualified)</p> <p>Administer appropriate first aid if required by qualified person (Guide is first aid qualified)</p> <p>Hi Vis safety vests to be used for guide and teachers/volunteers and children (Wollondilly Tours will provide)</p> | 5                    | Guide & Staff                   | Prior, During and After fieldwork       |



|  |  |  |   |  |   |               |                                   |
|--|--|--|---|--|---|---------------|-----------------------------------|
|  |  | locations (eg Guide and Teacher lead with another teacher at the rear of the group)  |   |  |   |               |                                   |
| Exposure to elements                         | Heatstroke<br>Hypothermia<br>Dehydration | <p>Weather forecast examined by guide &amp; staff in leadup to excursion, and relevant factors (eg heat, rain or cold) communicated</p> <p>If weather deemed unsuitable, efforts are made to reschedule excursion</p> <p>If the decision is made to continue, guide to advise school with regards to recommended attire</p> <p>Compulsory hat wearing when outdoors</p> <p>Needs of the students always prioritised during the planning and delivery of an excursion, with appropriate opportunities to drink and seek shade during heat events, and seek shelter during cold/wet weather events</p> | 5 | <p>Employ current controls</p> <p>Carry First Aid Kit at all times (Wollondilly Tours will provide)</p> <p>Carry spare bottled drinking water (Wollondilly Tours will provide)</p> | 5 | Guide & Staff | Prior, During and After fieldwork |
| Stranger Danger                              | Verbal/Physical Abuse<br>Abduction       | <p>Constant, vigilant supervision maintained by teachers/volunteers and guide</p> <p>Supervision of students during toileting at public toilets</p> <p>Selection of a 'base' site for rest break</p>   | 5 | Employ current controls  | 5 | Guide & Staff | Prior, During and After fieldwork |
| Extreme weather events – Storm, bushfire etc | Lightning Strike<br>Bushfire             | <p>Weather forecast examined by guide &amp; staff in leadup to excursion, and relevant factors communicated</p> <p>If extreme weather events are forecast, efforts are made to reschedule excursion</p> <p>If the decision is made to continue, guide to advise school with regards to recommended attire</p>  | 4 | Employ current controls  | 4 | Guide & Staff | Prior, During and After fieldwork |



|   |  |   |   |   |   |               |                                   |
|---|--|---|---|---|---|---------------|-----------------------------------|
|   |  | <p>If thunderstorms are forecast, guide to regularly review BOM rain radar to monitor possible storm activity and advise staff accordingly</p> <p>If a storm is deemed to be approaching, students moved to most appropriate shelter or to return to the bus</p>  |   |   |   |               |                                   |
| Dangerous plants /animals                                     | <p>Bites/stings from insects</p> <p>Bites/stings from other dangerous animals (eg snakes, spiders)</p> | <p>Parents/guardians to communicate known allergens of students to teacher</p> <p>Exposure to potentially harmful insects minimised, eg, avoiding clover when seating students, avoidance of areas of known concentrations</p> <p>Ticks and or stings/bites to be managed in-line with first aid training</p> <p>Whenever appropriate, guide to lead group and introduce potential hazards appropriate to the environment or conditions</p> | 4 | <p>Ensure qualified first aider is present (Guide is first aid qualified)</p> <p>Administer appropriate first aid if required by qualified person (Guide is first aid qualified)</p>                                | 4 | Guide & Staff | Prior, During and After fieldwork |
| <p>Medial Incidents</p> <p>Anaphylaxis, Asthma, First Aid</p> | Anaphylaxis, Asthma, First Aid   | <p>Teachers be aware of student health conditions and healthcare plans</p> <p>Ensure First Aid is stocked with relevant first Aid materials</p> <p>Ensure students who are known to suffer asthma or anaphylaxis they bring their asthma puffer or epipen too.</p> <p>Take a copy of health care plans on the excursion</p>   | 5 | <p>Employ current controls</p> <p>Ensure qualified first aider is present (Guide is first aid qualified)</p> <p>Administer appropriate first aid if required by qualified person (Guide is first aid qualified)</p> | 5 | Staff & Guide | Prior, During and After fieldwork |

## RISK SCALE

| Rating | Acceptability |
|--------|---------------|
| 1      | Unacceptable  |
| 2      | Undesirable   |
| 3 & 4  | Tolerable     |
| 5      | Acceptable    |

### Likelihood criteria

| Qualitative criteria<br><i>Hazard is:</i> | Description                                  |
|---|--|
| Very likely                               | Will probably occur in most circumstances    |
| Likely                                    | Might occur occasionally                     |
| Unlikely                                  | Could happen at some time                    |
| Very Unlikely                             | May happen only in exceptional circumstances |

### Consequence criteria

| Category | Impact                                 |
|----------|--|
| Extreme  | Death or permanent injury              |
| High     | Long Term illness                      |
| Medium   | Medical attention and several days off |
| Low      | First aid needed                       |

### Risk rating matrix

| Consequence criteria | Likelihood criteria<br><i>Hazard is expected to occur</i> |        |          |               |
|----------------------|---|--------|----------|---------------|
|                      | Very Likely   | Likely | Unlikely | Very unlikely |
| Extreme              | 1   | 1      | 2        | 3             |
| High                 | 1   | 2      | 3        | 4             |
| Medium               | 2   | 3      | 4        | 5             |
| Low                  | 3   | 4      | 5        | 6             |