Excursion Planning Checklist

Planning the Excursion

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|  | Who? | ✓🗶 |
| Discuss how the excursion links to the programme plan and learning outcomes for children. |  |  |
| Draft an outline for the excursion and make a planning visit to the venue if necessary. Identify such logistics as the location of toilets, places to eat, places to take shelter in bad weather, places for transport to part, identify and hazards (at the location and between the location and the parking area.) |  |  |
| Develop your hazard management plan. |  |  |
| Consider your supervision requirements. Will you need to get parent help? What are the appropriate ratios? How will you organise and brief the parent helpers? |  |  |
| Make transport arrangements |  |  |
| Book the venue as appropriate and determine if there are any special conditions attached to bringing large groups of children. |  |  |
| Consider your “Plan B” for the excursion if some unforeseen event makes the venue unavailable, disrupts the transport plans etc |  |  |
| Provide information to families – including permission slips which identify the adult: child ratio. It is also helpful to make sure that families have a contact number in case they need to get hold of you during the excursion. |  |  |

Managing the Excursion

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| Confirm the itinerary and timetable for the excursion |  |  |
| Consider needs for food/drink during the day |  |  |
| Determine how the teaching team will supervise the excursion – what roles will they take? Will at least one member of the team be outside the required ratio so that they can respond and assist easily if any unforeseen incident occurs? (eg available to ring ambulance, talk with police etc) |  |  |
| Plan how you will brief the supervising parents and communicate with them during the excursion. |  |  |
| Plan how you will manage transitions to/from the destination and any parking area. |  |  |
| Work out how you will take roll checks during the day |  |  |
| Work out what needs to be taken on the excursion – particularly any special medical provisions. |  |  |

Before leaving the Centre

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| Take a full roll of all adults and children (including any accompanying siblings) on the excursion. Make sure you have a list of all children and their emergency contact numbers. It is also useful to have emergency contact numbers for all adults on the excursion. If possible, leave a full list of all children and adults with someone who is not going on the excursion. |  |  |
| Check all required items are taken on the trip – remember to have at least one cell phone that parents can contact you on in an emergency. You might want to also leave a contact number for the bus company or other service that you are using for transport. It is also useful to have an EFTPOS card or some cash with you. |  |  |
| Leave a notice on the gate, door or a window advising any visitors of where the staff and children are. Leave the contact phone number as well. |  |  |
| Consider using name tags for all children – with contact details. Eg the number of hte cellphone you are taking on the excursion, or the number of someone connected to the service that is not on the excursion with you. |  |  |
| Brief all the non-employee supervising adults – make sure they are aware of the plans and also your expectations of them as part of the supervising team. Make sure all the helpers know which children they are responsible for.  |  |  |

Reviewing the excursion

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| Get some feedback from families and children about the excursion – what worked well, what could be improved. You may want to ask additional questions of the adults that were part of the supervision team.  |  |  |
| Review the excursion – did it provide for the planned learning outcomes? What changes need to be made in logistics and planning for the next excursion? |  |  |