



Camp Program Position Paper

Status:	Current	Supersedes: All previous Rockhampton Girls Grammar School Camp Program Position Papers
Authorised by:	Deputy Principal – Students	Date of Authorisation: January 2024
References:	This position paper should be read in conjunction with: <ul style="list-style-type: none">• <i>Rockhampton Girls Grammar School Student Code of Behaviour Policy</i>• <i>Rockhampton Girls Grammar School Pastoral Care Position Paper</i>	
Review Date:	This policy will be reviewed every (3) three years, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: February 2024
Policy Owner:	Principal in conjunction with the Deputy Principal – Students	Access: Public - via the Rockhampton Girls Grammar School's web page at: www.rggs.qld.edu.au



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1. PURPOSE

This position paper has been developed to outline the philosophy behind the Rockhampton Girls Grammar School Camp Program.

2. SCOPE

The compulsory Camp Program is implemented from Year 4 through to Year 12. All students are expected to attend camps as part of the pastoral care program.

3. POSITION STATEMENT

Rockhampton Girls Grammar School is committed to the promotion of opportunities for the holistic development of students. Research clearly pinpoints that learning away at residential learning experiences such as camps provide opportunities, benefits and impacts that cannot be achieved in any other educational context or setting.

4. BENEFITS OF CAMPS

Evidence shows that students who attend camps with staff who teach them enjoy many benefits through improved relationships back at school, as well as opportunities to build on and reinforce learning. In short, camps:

- 1 build community.
- 2 raise expectations and standards.
- 3 increase connection.
- 4 build culture.
- 5 develop positive feelings and memories around school and the outdoors.
- 6 foster student wellbeing.
- 7 develop academic resilience and self-confidence.
- 8 enhance engagement with learning.
- 9 drive achievement.
- 10 build knowledge, skills and understanding in the general capabilities.

Camps build community.

Students who attend camp contribute to and feel part of the school community. From the year level groups travelling together on the bus, to the groups sharing cabins, to the groups that rotate through activities, camps provide an opportunity for students to live and work in teams that they wouldn't form on their own. On camp, students make new friends and develop relationships with students that they may have seen at school for years without knowing personally. Through engaging in the activities, and through incidental conversations and activities, they also develop relationships with their teachers and other staff which enhances their experiences back at school.

Camps raise expectations and standards.

Camps require students to engage in a variety of tasks and responsibilities, including running the program. Students may set up for dinner, wash the dishes, clean sleeping areas, keep the site clean, and do service projects. They also have to meet expectations in relation to organisation, punctuality, and support for other team members. As a result, students consistently rise to these standards and expectations.

Camps increase connection.

As camps progress, students act on increasingly refined details of the experience. They want to provide a better and more unique experience for each other. They're connected to the process of being a community, and they feel increased connection to being part of it.

Camps build culture.

Cultures share a common language, values, purpose, and connection to place as a fundamental expression of who they are. All of these things can develop for a group of students in just three short days. The specific focus of a camp also allows the year group to develop a shared understanding of a concept, value or principle which can be developed further upon return to school.



Camps help develop positive feelings and memories around school and the outdoors.

Students consistently talk about camp as a key high point in their schooling experience. Years after a camp, they can remember details such as the activities they did, their role in a skit, their favourite song, and every detail about the members of their group.

Camps support mental health/ student wellbeing

- The benefits of outdoor education have been well documented overseas. The American author who coined the phrase "nature-deficit disorder", Richard Louv, argues that when students learn about any topic in an outdoor setting - including those unrelated to the environment - they perform better.
- Camps with an outdoor focus enable individuals to connect with nature, with other people, and with themselves. Associate Professor Tonia Gray, from the University of Wollongong, refers to "the other three Rs", namely relationship, resilience, and reflection. "These are overlooked in the modern curriculum and we don't teach these concepts well at all, but outdoor education lends itself, beautifully, to doing just that".
- Whilst on camp, students engage in a range of activities they may never have tried before, including caving, abseiling, snorkelling or stand-up paddle boarding. This supports them to step outside their comfort zone and enter their courage zone - and this is when new skills are developed. The same can happen for teachers and so a different, respectful dimension is added to the teacher-student relationship.



5. OVERVIEW OF THE ROCKHAMPTON GIRLS GRAMMAR SCHOOL CAMP PROGRAM

Year level	Location	Overview of the program	Curriculum/ Pastoral Care Links
4	Girls Grammar	<p>The purpose of the Year 4 camp is to consolidate and practise skills the Year 4 students have learnt as part of the Care Program. For many girls, this is their first night away from home, so it is held at school, a familiar setting where they feel safe and supported.</p> <p>During the sleepover, the girls engage in a range of activities to strengthen resilience and independence. The goal setting session helps them reflect on and identify influences that strengthen their identities. Through mindfulness activities, they investigate how emotional responses can vary and understand how to interact positively with others in a variety of situations. Students participate in a yoga session and complete a cooking activity to understand the benefits of being healthy and physically active. During team building games, they apply strategies for working cooperatively and applying rules fairly. They also learn to use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy, and active.</p>	<ul style="list-style-type: none">• Resilience• Independence• Goal setting• Team building
5	Cool Waters	<p>Participating in Year 5 Camp helps students establish stronger relationships with staff and classmates. For many, this will be the first night away from family in an unfamiliar environment. One of the key aspects of this camp is building resilience and self-autonomy. The camp hosts a range of activities that further develop interpersonal relationships and teamwork skills. Camp activities take full advantage of the beautiful environment offered by the Causeway Lake, Kinka Beach and Bluff Point National Park.</p>	<ul style="list-style-type: none">• Resilience• Teamwork• Interpersonal skills• Self-autonomy
6	NRMA Yeppoon	<p>On Year 6 camp, students investigate and display qualities of resilience and teamwork to build relationships with their peers. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact with others and new situations. During a crucial point in their social development, they describe their own and others' contributions to health, physical activity, safety, and wellbeing. They engage in activities which facilitate fair play and skills to work collaboratively. Investigating the environmental sustainability of a reef, students become global citizens and raise their awareness of environmental concerns for the future and impacts on the local area.</p>	<ul style="list-style-type: none">• Resilience• Teamwork• Interpersonal skills• Health and Wellbeing• Collaboration and Teamwork• Global citizenship
7	The Caves	<p>The Year 7 Camp provides students with the unique opportunity to immerse themselves in the local environment and history of Central Queensland's premier limestone cave attraction. The diverse program includes outdoor challenges, team building initiatives, environmental immersions, citizen science experiences and camp staples. The focus on this camp is to build connections with one another, promote and form relationships and team work skills, resilience and problem-solving.</p>	<ul style="list-style-type: none">• Resilience• Teamwork• Problem-solving• Global citizenship• Build Relationships



Year level	Location	Overview of the program	Curriculum/ Pastoral Care Links
8	PCYC Yeppoon	Activities at PCYC Leadership Development Centre Yeppoon are carefully structured to complement the Year 8 Care program. The program provides a forum to build trust, leadership, cooperation, and initiative within groups in a safe and supportive environment. This camp will further welcome new students, and build bonds within the whole year level, across boarding and day students, and staff. Students in Year 8 will use reflection and focused facilitation to learn more about themselves and their interactions with others from targeted activities. Such activities will positively impact on student education through fun and rewarding challenges that activate key learning in effective communication; decision making; problem solving; resilience; tolerance; team building; and leadership.	<ul style="list-style-type: none"> Relationships Cooperation and collaboration Self-reflection Communication Decision making Student skills and habits
9	Boyne Island	The purpose of Year 9 Camp is to develop students' individual initiative, problem-solving skills, and teamwork capabilities. Students are involved in a range of activities including canoeing, high and low ropes courses and bike rides to the beach. This helps them to become active and informed global citizens through innovative and enriching environmental education. It supports the school-based curriculum by delivering authentic, stimulating, real world learning experiences beyond the capacity of the classroom.	<ul style="list-style-type: none"> Resilience Teamwork Flexibility Relationship building Collaboration Critical and creative thinking Problem-solving Self-reflection
10	The Haven, Emu Park	The Year 10 Camp is centred around students getting ready for Year 11 and 12. This relaxing, yet informative camp allows students to have one-on-one time with Deputy Principal – Studies to ensure subject selections for their senior years are individualised to each girl. Other key features of the camp include a presentation from Dr Judi Newman, a professional in her field of Neuroscience; in this session students learn about how their brain works so they can maximise memory, efficiency and study techniques. In addition, students are presented with a session from the School Counsellor to cover important aspects of social and emotional wellbeing, time management, and strategies in identifying and reducing stress and anxiety. Throughout the course of the camp students are provided ample opportunity to build relationships and connections with their cohort.	<ul style="list-style-type: none"> Preparedness for senior Health and Wellbeing Relationships Self-reflection Communication Decision making Student skills and habits
11	The Caves	Year 11 Camp at The Caves provides a forum for students to build trust, leadership, cooperation, and initiative within groups in a safe and supportive environment. It promotes lateral thinking and team dynamics that play a key part in developing problem-solving skills. The camp focuses on developing academic and personal potential. Key areas include fostering connections across the year group and with senior school staff. Other activities provide time for reflection on academic motivation and goal setting, leadership and responsibility, and maintaining a healthy balance. Students engage in a diverse range of activities including leadership skills and team building activities.	<ul style="list-style-type: none"> Leadership Cooperation and team dynamics Health and wellbeing in the senior years

6. FURTHER INFORMATION

The Rockhampton Girls Grammar camp program is overseen by the Deputy Principal – Students with assistance from the Director of Primary, Director of Secondary and Care Mentors. Camps are subject to change, depending on camp availability and provider programs. Further information, including discussing an individual student's needs whilst away on camp, can be obtained by approaching the Deputy Principal – Students or one of the Directors.