Parent Information

WAMBANA
Dear Parents,

The introduction of the Wambana Experience as part of the Year 9 curriculum promises to be a significant experience in the life of year nine boys. Living away from home will provide many challenges and opportunities for your son. There will be personal challenges with which he must come to terms with. It may be the first time he has been separated from his family for an extended period. He will learn to live in harmony with his housemates and develop techniques to deal with other people’s idiosyncrasies. This rich learning environment will help him come to a better understanding of adult life and enable him to gain an insight into his own place in this world.

An extended stay program away from your son’s normal support structures will allow him to achieve a different understanding of family, time, loneliness, environment, team work, beauty, responsibility, accountability, resourcefulness and knowledge of his own physical limits. We hope, to a certain extent that your son will take control and therefore responsibility for what he wishes to learn.

This program will offer an integrated curriculum that will develop personal and social skills beyond what is possible in the traditional mainstream school environment. Four key themes will form the framework of the curriculum. These include research projects, community learning projects, outdoor adventure and health and well-being projects. The details to all these themes and other important information can be found in this booklet.

I am personally looking forward to working with your son. I believe the program is an exciting learning experience that will be enjoyed by all. The program is a great opportunity for your son to strengthen existing friendships and establish new friends. Cooperation, consideration and respect for others and our environment are central to the success of this program.

Please contact me personally on 0408710400 or email dhobbs@staff.pac.edu.au if you require any further information.

Kind regards,

Dale Hobbs
Director - Wambana
Important Information

Arrival time at Wambana
Parents are asked to deliver their son to the Wambana Campus at Point Turton on the Yorke Peninsula between **12.00pm and 1.00pm**. Drive time from Adelaide is approximately 2 ¼ hours. A detailed map & directions accompany this booklet. A tour of the facility will take place at 1.00pm. The program starts at 2.00pm for your son.

Return Time
The return journey to Adelaide is via the tall ship The One&All. Our plan is to return to Dock 2, Honey St. Port Adelaide. It is anticipated that the arrival time will be at 4.00pm. Once docked, it will take approximately 1 ½ hours to complete final jobs on the boat. During this time you and your family will be invited to have a tour of the Tall Ship. The date of return for your son’s group is listed on the PAC website. To access this information please following the link [www.pac.edu.au > Our School > Middle School > Wambana > Parent Information > Dates for 2015](http://www.pac.edu.au)

Presentation & Function
Your son, along with his classmates will share his experiences with a presentation and DVD of the program. The presentation and dinner will begin at 5.30pm on the day of return. It is anticipated that the presentation and dinner will finish at 7.00pm. We encourage all family members to attend, including extended family such as grandparents, uncles, aunts etc. Details will be forwarded to you closer to the time.

Clothing & Equipment
Please see the attached sheets for a list of clothing and equipment.

Medical Details
Staff will take a copy of the health information you provided to the school. Please inform the Health Centre if your son’s medical details have changed. All medical details including your son’s Medicare number and Private Health details will need to be provided prior to your son departing on the program. Please also inform the Director of Wambana of any current medication or special concerns. Medication required at Wambana must be clearly named and instructions stated specifically.

Transport
Transport throughout the program will be on a 22 seat mini bus, dual cab and 18 seat mini bus. Companies contracted to assist with the cycle tour and surfing expeditions may provide transport in their mini buses and support vehicles.

Participation & Medical Consent Form
Please complete the attached consent & medical forms and either post or email (scan) it to:
Mr. Dale Hobbs c/- Wambana P.O Box 187 Warooka 5577 SA.
dhobbs@staff.pac.edu.au
PHILOSOPHY OF WAMBANA

Much of the Wambana philosophy has its origins in the thinking of German philosopher and educator Kurt Hahn who was the founder of residential schools such as Salem in Germany, Gordonstoun in Scotland and the Outward Bound Program. Hahn’s first model of education, with distinctive learning practices, was Salem, a co-educational boarding school. Salem represented an attempt to create a healthy environment in which young people could learn habits that would protect them against what Hahn saw as the deteriorating values of modern life. Fundamental to his philosophy, Hahn saw the need for a school separate from the traditional mainstream school system. It was thought that schools were not preparing individuals for the rigors of adult life and that mainstream education seemed to only represent a partial solution to the imbalance of human lives. Hahn’s idea was an institution that was temporarily isolated from greater society. The curriculum would represent a journey quest, involve confronting challenges and provide an opportunity for service to others. The core of Hahn’s educational purpose was to conserve and strengthen the attributes of childhood into manhood. Kurt Hahn believed that the traditional school curriculum was inadequate for the total development of the child. His pedagogical philosophy and educational ideals encouraged students to establish personal goals, develop a code of responsibility, separate themselves from apathy and self-indulgence, cultivate a passion for life, work in small groups, and dedicate themselves to community service. The philosophy of the Wambana program is best summarised by the following:

Purpose

To foster growth by helping adolescent boys better manage the transition to adulthood through immersion in community, academic, spiritual and outdoor adventures

Aims

- Allow students to make a connection between classroom based learning and the ‘real world’
- Immense students in community service programs to develop a sense of ‘others before self’
- Improve the health and fitness levels students to demonstrate the importance of a well-balanced lifestyle
- Provide for the self-fulfillment of individuals with all their differences
- Bring awareness to students of the love and care family, friends and others have for them
- Mentor and facilitate learning environments so that students can attain real growth and development
- Have students own their own behaviour
- Use the outdoors to develop a sense of adventure and challenge

Outcomes

- Social and emotional health
- Personal growth
- Responsibility
- Outwardly looking individuals

Values

- Role Modeling
- Selflessness
- Self-Reliant
- Accountability
- Integrity
- Courage
Overview of the Wambana Program

The Wambana program uses experiential and interactive teaching strategies to promote learning, well-being and skill development. This practical approach to learning encourages young people to work together and communicate successfully.

During the Wambana program, students will learn how to plan their time, evaluate what they are doing, identify real and significant issues within their community, develop their ethical and moral framework, clearly articulate their learning, display leadership abilities and develop solutions and recommendations.

This is a distinctly different approach to learning, which enhances outcomes and educational approaches otherwise difficult to achieve within a mainstream setting. The uniqueness of the Wambana program is defined by the following five characteristics:

- **Place-based education**
  This approach to education emerges from the particular attributes of a place. The content is specific to the geography, ecology, sociology, history, politics and other dynamics of the location. Place-based education allows the Wambana program to demonstrate its distinctiveness.

- **Learning structure**
  A characteristic of mainstream schooling is the plethora of subjects and the rigid structure of timetable. At school, students generally begin their school day at 8.30am and finish at 3.30pm. Throughout this time students move between classrooms and subject areas. The Wambana program allow for flexibility and spontaneity due to the extended nature of the program.

- **Community immersion**
  The length of the Wambana program has the ability to build a deeper sense of community. Students are able to immerse themselves in activities that separate themselves from self-indulgence and dedicate their time and energy towards community service.

- **Applied learning**
  Many aspects of a school curriculum will possibly be more effectively learned in an environment other than the conventional school. The process of experiential education allows a student to construct knowledge, skill and value directly from experience.

- **Transition**
  The Wambana program requires a student to make a transition to a life situation that takes them away from the normal support structures of home and at school. The length of time away means that students become familiar with their new environment allowing direct experiences to become more ingrained.

All Year 9 boys take part in the Wambana program so that they can become better prepared inwardly to cope with the challenges and rigor of the SACE and IB Diploma requirements at PAC.
Three distinct phases

The Wambana program consists of three distinct phases:

1. Transition 'In' phase at Kent Town
2. The 'Experience' phase on the Southern Yorke Peninsula
3. Transition 'Out' phase at Kent Town

1. **Transition In (Kent Town)**

   The transition 'in' phase focuses on particular skills and knowledge that the students require for a successful Wambana experience. Staff from Wambana facilitate a training session approximately one week before departure. The focus is primarily on the requirements for the cycle tour. This includes menu planning and equipment lists.

2. **The Experience (Wambana)**

   The curriculum will consist of the following four elements:
   - Research Projects
   - Community Learning Projects
   - Expeditions
   - Health and Fitness
   - Independent Living

3. **Transition Out (Kent Town)**

   The ability for students to get value out of the Wambana program will be determined by what happens when they return to the main campus at Kent Town.
Program Detail

Research Projects

Mainstream curriculum subjects such as Science, Mathematics, Humanities and English will contribute to the topics under investigation. The intention is to place students in an environment that mirrors what actually happens in the ‘real world’. Students will experience what it is like to be a Research Scientist. In consultation with the Department of Environment and Heritage (DEH), an investigation into the threatened Hooded Plover will be conducted.

Hooded Plovers live and nest on sandy beaches and coastal and inland saline lakes. They are a small bird about 10 cm tall, 20 cm long and weighing 90-100g. Females and males have the same appearance, and the juveniles are basically grey versions of the adults. The breeding season spans over the months of August to March. A nest is a simple scrape in the sand on the beach (in front of the dunes). After laying, the incubation period is approximately 28 days, and chicks will remain within their territory and fledge at roughly 35 days.

The aim of this project is to establish a systematic long-term monitoring program which will regularly assess Hooded Plover distribution, breeding activity and threats at priority sites on Yorke Peninsula (Innes National Park). Results will guide plans for on-ground management to increase Hooded Plover numbers by enhancing nesting success.

The key objective of the project is for your son and his research team to survey beach sites of appropriate Hooded Plover habitat on the Yorke Peninsula (Innes National Park). The surveys will determine the following at each site:

- Current population.
- Monitor nesting/breeding activity.
- Threat level.
- Students will record the above three points using a number of different mediums.
- Each student will be assigned one of five tasks to be completed with the beach survey period.
- The data will be statistically analysed.
- Identify appropriate on-ground management plans for each beach site.
- Communicate and consult with the local Council to implement these plans.

Research Projects provide valuable opportunities to experience many of the joys and frustrations that make up the intellectual challenge of science based research. These projects will foster and develop an innate curiosity and interest in research.

The research project will allow students to undertake real and valid scientific inquiry at an appropriate level. It echoes the process of the graduate research model at a more manageable, concise level.

The benefits of scientific research include:

- Students undertake a real investigation into issues within the scientific community.
- In doing so they will encounter the fact that Science, English, Mathematics and Humanities are challenging, thought provoking, frustrating, rewarding and fun.
- Students have a strong sense of pride and ownership in their reports.
Community Learning Projects

Community Learning Projects will be chosen for their valuable contribution to the communities to which PAC boys will belong. The projects will address real and pertinent issues such as environmental issues, positive community relationships, support to the elderly and assistance to the disadvantaged.

This year, your son will assist in a community program known as ‘Leisure Options’ based at Minlaton and Yorketown. The aim of the Leisure Options Program is to provide a volunteer based range of leisure opportunities to people with disabilities. Your son will work in small groups to assist disadvantaged people to have fun, create new friends and to assist participants with an increased sense of well being and self worth.

We strongly believe that if young men are to be valued they must be active participants of the community to which they belong. Boys will be given active roles in making decisions and improving the well-being of communities and individuals of the Southern Yorke Peninsula. These projects will place students in an adult role and give them responsibilities to assist in the transition from adolescent to adult.
Expeditions

Students will be involved in a number of expeditions during their time at Wambana. These may include Cycle Touring, Bush Walking, Sea Kayaking, Surfing & Sailing.

Cycle Tour Expedition:

Southern Yorke Peninsula – This is the introductory expedition in the first four days of the program. It will be led by experienced staff from Wambana and contracted outdoor education staff. Bikes and helmets will be provided.

Bush Walking Expedition & Solo Camp Out Experience:

A bushwalking expedition will be undertaken in week four of the Wambana program at Mount Remarkable in the Southern Flinders Ranges. Your son will learn many skills associated with bushwalking including navigation and camp craft. It will be led by experienced staff from Wambana. Rucksacks will be provided for this expedition.

A key aspect of this expedition is the solo campout where your son will spend 24 hours camping on his own. Your son will be strategically placed to ensure that he is close enough to the staff and other students but far enough away to allow him the experience of a solo campout.

Surfing Expedition:

This expedition will take place on beaches within the Innes National Park and beaches surrounding the Southern Yorke Peninsula. The Surfing Expedition will be led by experienced surf instructors and supported by Wambana staff. All surfing equipment will be provided.

Sea Kayaking Expedition

The Sea Kayaking will be an introductory paddle along parts of the Yorke Peninsula coast. The introductory expedition will be lead by an experienced sea kayak instructor and supported by Wambana staff.

Sailing the One&All:

In the final days of the Wambana Experience the boys sail back to Adelaide aboard the tall ship the 'One & All'. This two night, three day sailing program involves sailing from either Point Turton or Wallaroo (depending on weather conditions) on the Yorke Peninsula to Port Adelaide.

Some planning and preparation will take place at Kent Town in the ‘Transition In’ phase of the program. Students will be given support in the planning and logistics of the expeditions.

Expeditions require students to work together as a team and to develop leadership skills. The connection between 'action and consequence' is very obvious and immediate, and students will be encouraged to reflect on their actions both formally and informally. Most students will be taken out of their comfort zones while on expedition and will find it quite challenging to manage themselves whilst at the same time assisting their peers. Expeditions will involve significant problem solving and decision making with real and natural consequences.
Student Well-Being

The primary focus of the Wambana Well-Being Program is to develop the self-esteem and independence of every student, while at the same time ensuring that the boys experience happy and healthy relationships with their peers, within a nurturing and mutually supportive school community.

The Wambana Well-Being Program is a direct continuation of the pastoral care at the Kent Town Campus. Each student’s first point of contact will be one of the Wambana staff members. The role of the Wambana Teacher encompasses the following:

- Being available as a source of support, encouragement and guidance to the students in his or her care;
- Monitoring individual student progress across the entire Wambana program;
- Monitoring group dynamics closely, and facilitating a successful and rewarding journey through the various stages of group development;
- Assisting boys in understanding and managing the daily tasks essential to cooperative independent living;
- Keeping boys informed of all programs and of any preparations required;
- Maintaining a close liaison with the Director of Wambana, and communicating and consulting with parents should the need arise.

The following issues relating to personal development, community living and group activities are addressed and reflected upon throughout the program:

- Personal growth; Self-esteem and well-being; Personal responsibility; Health and body image; Independent living; Meeting challenges; Goal setting; Problem-solving; Managing stress; Social interaction; Teamwork; Trust; Loyalty

Health and Wellbeing

Our ‘Health and Well-Being Program’ will incorporate aspects of:

- Social Awareness
- Food & Nutrition
- Fitness
- Mental skills for improved performance in sport.

Boys will be expected to take an active role in all aspects of food and nutrition relating to the program. In particular, students will plan shopping lists within their small teams.

We will provide a menu guide that outlines meals that are healthy, plentiful, nutritious and enjoyable. For special dietary requirements, we ask that parents provide a detailed description for staff leading the program. These requirements will be incorporated into the menu plan of the team in which he resides.

Due to the nature of the curriculum, students will be more active throughout the day than in comparison to their normal patterns of living. Opportunities to monitor fitness levels throughout the experience will contribute to the transition program on returning to the Kent Town Campus.
Dealing with Homesickness

For most boys, this experience will be the greatest challenge of their short lives. When your son begins the Wambana program, there will be significant adjustments that he will need to make. These adjustments are necessary ones, but may seem difficult at first. Living with friends under the same roof, having responsibilities for the day-to-day functioning of the residence and trying to cope with new routines and a new environment may bring out feelings of homesickness. We understand that homesickness is not unusual and we make this a focus of the program to assist all boys in making the transition from the ‘familiar and known’ to the ‘new and unknown’. We will give your son the following support to manage his homesickness.

- Make an effort to talk to someone in your Wardli group;
- Get into free time activities which build up a storehouse of good new memories for you;
- Talk to someone else about how you feel – all other students will probably feel much the same as you do;
- Respond to the invitations of others to participate in games or activities;
- Recognise that this is a grief experience. Have a good cry; it’s nothing to be ashamed of, when you’re really feeling down;
- Jot down thoughts, experiences and dreams in a journal, and try to make some sense out of the experience;
- Be kind to yourself – it is OK to miss home, it is perfectly normal. After all, you have spent most of your life there until now, so tears can be cleansing;
- Write a letter home.

Wambana Behavioural Expectations

The residential program will be a less structured experience for students than they may be used to at the Kent Town Campus. None the less, appropriate behaviour will be expected always. The program will follow the guidelines and expectations already in existence at Prince Alfred College.

There are clear policies regarding behaviour which is detrimental to any individual and the greater community. Upon arrival, students will be informed of the consequences if breaches of rules take place. The behaviour management policy clearly outlines a process of management.

Depending on the nature of behaviour that occurs, responses may include discussions with students and their Wardli group and telephone calls to parents.

Students may also be placed on behavioural contracts that clearly outline parameters of expected behaviour. As a final procedure, or in the event of behaviour that compromises the safety and welfare of others, the student may be asked to leave.
Communication between Parent and Son

The program on the Southern Yorke Peninsula will give your son a unique opportunity to learn about and develop an appreciation for the natural environment, free of the sensory barrage that accompanies a reliance on email, mobile phones and other contemporary technology.

Your son will discover the art of letter writing, and the more measured and reflective level of communication that it encourages. We believe that correspondence via letter writing will have two significant benefits. Firstly, the ‘art of letter writing’ is a skill that your son is encouraged to develop, and secondly, writing and receiving a personally written letter will become a special keepsake for you and your son.

Except in special circumstances (and of course on special occasions like birthdays), when your son may use the Campus telephone to call home, all communication between students and their families and friends is by letter. Parents and family members are encouraged to write regularly, as receiving cards and letters from home is something your son will look forward to. Mobile phones are not permitted, and any mobile phone found in the possession of a student will be confiscated. The boys do not have access to email. The postal address for all correspondence is

C/- Wambana
P.O Box 187
Warooka 5577

Student Leave during the Program

In normal circumstances, students will not be permitted to leave or go home during the program. However, special circumstances do arise from time to time. Parents and students are encouraged to discuss any special needs with the Head of Middle School.

Mobile Phones

Parents should be aware that there are no facilities within the Wambana Campus whereby the boys can receive phone calls directly. Mobile phones are not permitted, and any mobile phone found in the possession of a student will be confiscated.

Pocket Money

Students should bring no more than $120.00 with them to the program. Eftpos and Credit Cards should be left at home.

Birthday

We encourage families to send their son a birthday gift if his birthday falls during the program. We ask that this ‘birthday package’ be limited to the size of a shoebox, and contain gifts that are appropriate for the environment and program that your son is experiencing. Roommates will be encouraged to ‘bake a cake’ to celebrate birthday’s during the program.

Food Parcels

Prince Alfred College is committed to ensuring that every student on program receives optimal nutrition through a sound and balanced daily diet, and for this reason cannot permit boys to receive food by mail or by delivery to the site.
Student Free Time

Students staying at Wambana have the opportunity to leave the site during ‘Free Time’ (4.00pm to 5.00pm) without the direct supervision of a staff member. The following destinations and activities are permitted:

- Wambana Beach – Fishing (wade out to middle thigh height only). At no time are students permitted to swim
- Flaherty’s Beach (end of the sand track)- Jogging/Beachcombing
- Apex Park – Tennis/Fitness training
- Point Turton Mall (only on selected days as agreed by all staff at the beginning of the program)

No student can leave independently:
- As a minimum, students must be in pairs

Central Record Location (Shed Whiteboard):
- All students must sign the ‘Leave Book’ on departure and sign the ‘Leave Book’ upon return. Students must indicate the time of departure and return
- At no time are students allowed to sign in or out for another student
- The Staff member on duty will check the Leave Book at 5.00pm
- Students must specify the details of their leave e.g. Wambana Beach/Mall/Apex Park/Flaherty’s Beach
- If a student returns from a location e.g. Mall, and they wish to explore a new location e.g. Wambana Beach, the student must sign in from the first location and then complete new leave details for the second location

Visitor Policy:
- Students are not permitted to invite any person or persons onto the Wambana Campus

Limit of Leave:
- Maximum one (1) hour and students cannot leave Wambana before 4.00pm
Accommodation

The Wambana Campus will be home for the students during their extended stay experience. Located on the foreshore at Point Turton, the Campus provides accommodation in Wadli’s (meaning dwelling in the Narrunga language) for up to 7 boys.

In assigning students, PAC employs well-established processes that takes into account the specific needs of each boy and involves extensive consultation with the Head of Middle School, Head of Year 9 and Class Tutors.

Wambana Code of Conduct

Living at Wambana will be an entirely different living experience for your son. The success of each student’s period of residence will be determined by the way they respond and interact with each other. Staff and students will refer to each other by first names. We expect all students in the community to behave in the same way a normal member of any family does.

Students will maintain their living space in exactly the same manner we do in our own family situations including washing clothes and linen. Students will need to look after their cabins for the duration of their stay.

Safety

The natural environment brings numerous challenges. These challenges are intended to extend your son physically, mentally, emotionally and spiritually.

The program, at times, will raise feelings of uncertainty, fear, and discomfort for your son.

A key role for staff at Wambana will be to guide your son through these challenges to ensure feelings of success, exhilaration, confidence and happiness.

The program is designed to provide your son with experiences beyond those common to normal routine living. Ultimately, our philosophy is about fostering growth, and to achieve this, a program with elements of perceived risk will help your son effectively navigate the transition to adulthood.

All activities undertaken during the Wambana experience adhere to standard professional operating procedures. Qualified and experienced staff will plan and deliver a program that is appropriate for your son and tailored to the ability of the participating groups.

Student safety is of critical importance to Prince Alfred College and its staff. An effective communications system will be in place to enable staff in the field to quickly respond to any emergency.

In the event of an emergency 000 is the immediate contact number. If an emergency occurs within the National Park, Warooka has a ‘first responder unit’ (Ambulance) that will deal with such emergencies. For activities that will take place outside of the National Park, the townships of, Minlaton, Marion Bay and Yorketown all have an Ambulance response unit.
Dealing with Illness

The expectation is that for minor illnesses the students would take some responsibility for caring for each other under supervision and guidance from program staff. If staff feel it is advisable to take a student to seek medical attention the parents will be informed.

The Yorketown & Minlaton Medical Centre is open from Monday to Friday 8.30am to 5.00pm and on Saturdays between 9.00am to 11.30am.

The billing procedure by the medical clinic does not involve bulk billing. The clinic will complete a Medicare claim form and forward it to Medicare.

All medical details including your son's Medicare number and Private Health details will need to be provided prior to students departing on the program.

In the event of needing medical assistance outside of the Medical Centre opening hours, the Yorketown hospital has a doctor on call 24hrs day.

Please note that if your son is sick for an extended period of time, or Medical advice recommends a return home, we will ask that you take your son home until he is well enough to return.

Prescribed and Non Prescribed Medication

An assigned staff member on the program will coordinate all matters regarding the administering of medications. Upon arrival, we require all students to inform staff of their medication.

Evaluation and Reporting

Evaluation

There will be two main forms of evaluation for the Extended Stay Program:

- The Student
- The staff

Each student will be involved in evaluating his own journey and this will be achieved via:

- A Student Learning Journal
- Self Evaluation Report
- Wambana Times – An online newspaper

Staff will evaluate student development and achievement through:

- The curriculum: set and negotiated criteria
- The Student Learning Journal & Wambana Times

Reporting

Parents will receive a formal written report (mailed out at the end of the program).

The formal written report will be based upon Leadership Qualities, Social Awareness & Self-Management.
Clothing and Equipment Supplies

Please note that this list will be modified with your son in the Transition ‘In’ Program prior to his departure. Some items will be added and others removed. It is important that parents take the time to discuss with their son any changes to the list.

Please note the following items are not permitted at the extended stay program:

- Mobile phones
- Stereo systems
- iPods
- Electronic games
- Valuable jewellery
- Any item of an illicit or illegal nature. Specifically, tobacco, alcohol and drugs!

There are 5 main bags that your son is allowed to bring to the extended stay program. The following pages detail everything he needs to bring.

1. Expedition Bag

2. Fishing Gear

3. Food Tub

4. Day Pack

5. Residential Bag
FOOD BOX – Cycle Tour

Your son and his partner are expected to bring food for the entire cycle expedition. This means that they need to bring food from Sunday dinner through to Friday lunch. Your son and his partner have two options when packing food for the cycle tour:

1. Your son and his partner purchase the food together and pack it all into one large water proof (plastic) tub, or
2. Your son and his partner purchase food separately and pack it into separate waterproof (plastic) tubs.

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<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
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<tbody>
<tr>
<td>Breakfast</td>
<td>Breakfast at Home</td>
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<td>Lunch</td>
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<td>Dinner</td>
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<td>Food provided from this point on.....</td>
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<td>Snacks</td>
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Your son will be cooking on a lightweight camping stove (Trangia). Your son and his partner will need to create a menu plan from which they will develop a shopping list. Their menu needs to include:

- 5 breakfasts
- 5 lunches
- 5 dinners

It is not easy cooking a full meal on a Trangia stove for the first time. Some students have used the stoves on previous camps and would know they take a little longer than the usual stove to heat up. Keeping that in mind here are a few other suggestions to assist your son and his partner in preparation for the expedition:

**Some Tips:**
Remove all excess packaging and place food into snap lock bags, e.g. Muesli bar wrappers removed and all put into the same snap lock bag. Ensure the quantities are correct, e.g. If you only need a table spoon of oil then put a table spoon into a film canister and leave the rest of the bottle at home.

- Meals should be relatively quick and easy to prepare.
- Choose recipes with the least and reasonably lightest ingredients.
- Use a combination of long life and powdered milk.
- Try to minimise the amount of tinned food.
- Write on the outside of the food container which day and meal period that particular food is to be used.
- There is no provision for refrigeration of food.
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<tr>
<th>Item</th>
<th>Expedition Bag</th>
<th>Day Pack</th>
<th>Residential Bag</th>
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<tbody>
<tr>
<td>Face Washer</td>
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<td>Toothbrush</td>
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<td>Toothpaste</td>
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<td>Roll on deodorant (No spray deodorant please)</td>
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<td>Towel (small to medium size)</td>
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<td>Lip Balm</td>
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<td>Personal medical requirements (eg ventolin, hay fever medication etc)</td>
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<td>Insect repellent (non-aerosol)</td>
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<tr>
<td>Soap</td>
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<td>Shampoo and conditioner</td>
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<td>Brush and comb</td>
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<td>Sunscreen (30+, water-resistant or sports)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Short-sleeved shirts / T-shirts (2)</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Board Shorts for Riding</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Board Shorts for Swimming</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Shorts</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Jumper/Windcheater</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Thick wool (or fibre pile) jumper (1)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Long pants/tracksuit bottoms</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Long-sleeved shirts</td>
<td>⬤</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Running clothes</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Fleece jacket (optional)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Underclothes (Jocks!)</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Socks (including 2 ‘explorer’ type pairs; 2 pairs sports socks)</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pyjamas</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Handkerchiefs</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Thermal underwear (optional) but recommended for Term 2 &amp; 3 groups</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Beanie</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Sturdy’ outdoor shoes/boots</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Sandals or Crocs (NO THONGS)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Running shoes with off-road sole (for cross-country running)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Slippers/Ugg boots</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>A thin pair of woollen gloves</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Hand Torch (Please no large ‘Dolphin’ torches!)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Head Torch (Optional but recommended)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Spare batteries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pegs (10) and a 5 metre length of chord (clothes line)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Tea Towels</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small grater</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Potato Peeler</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Can Opener</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cooking Oil Spray</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Item</td>
<td>Qty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knife, fork, spoon (not disposable)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharp knife for cutting vegetables</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic bowl (cereal size)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thermal drinking mug</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small chopping board</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garbage bag (1)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trangia Wash Up kit: Green scourers, Steelo, Chux Cloth x 2,</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dish washing liquid (200ml)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping bag</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner Sheet</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pillow (small)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blankets (2) (or doona with cover)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two complete sets of linen (including top and bottom sheet)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pillow and (2) pillow slips</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing Tackle Box</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hooks</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinkers</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing line</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swivels</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squid jig</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lures</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing Rod or Hand Line</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USB</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital camera</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCROGGIN (Sultana’s, Currents, Raisins, &amp; other Goody, Goodies</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>including Nibbles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunglasses</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pens</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stamps, Envelopes and writing paper (enough to write 25 letters)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet Paper (half roll squashed into a plastic zip lock bag)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Journal</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Bottle (1 to 2 litres)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camel Back (Water bladder) Optional</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whistle</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad Brimmed Hat</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waterproof Rain Jacket</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal First Aid Kit: Antiseptic cream (small), antiseptic wipes,</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>band-aids, elastic roller bandage, triangular bandage, aloe vera gel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry bag</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nail clippers</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beach towel</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bath towels</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ziplock bags (medium) (1 packet)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spending money – $80 should be sufficient ($20 per week).</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and magazines</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing cards</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green (reusable) shopping bags (4)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>