



Educational Visits and Major Events Policy and Procedures 2025-2026

Approved by:

Ms. Ilne Gevers

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Educational Visits

Introduction

The Westminster School Ras Al Khaimah (WSR) offers children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life. In our school we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school.

Organisation

The National Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. In addition teachers agree the corresponding programme of visits and activities in advance of each term of the academic year.

Within each year group's programme of work the teachers plan educational visits and activities that support the children's learning. We give details of these visits and activities to parents as the school year progresses, and inform parents of these in due course.

Visits and activities usually take place within the school day. A full risk assessment is carried out by a member of staff, prior to the visit. The Heads of School also approve all such visits in advance. We ask parents to give written permission for their child to take part in any activity that takes children off the school site. If we do not receive this written permission, the child is unable to participate.

Curriculum links

All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject in the curriculum there is a corresponding programme of activities which includes visits by specialists:

- English – theatre visits, visits by authors, reading revolution week, book worm;
- Science – use of the school grounds, visits to parks, gardens, science centres e.g. children's city
- Mathematics – use of shape and number trails in the local environment;
- History – visits historical sites, study of local housing patterns, local museums;
- Geography – use of the locality for fieldwork;
- PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music – range of specialist music teaching, extra-curricular activities and concerts

Extra – curricular activities/clubs (afterschool and break time)

At WSR we offer an exciting array of ALO (Additional Learning Opportunities) which are aimed at developing existing interests and exploring new ones. Our Additional Learning Opportunities are designed to enrich the taught-curriculum and to complement the all-round development of our students. The list of activities on offer grows all the time, as by listening to our children and their parents we are continually developing our range of opportunities.

Parents and students access the additional learning opportunities/activities club overview and sign up to the activities via the circulars sent which will be communicated to parents via email.

Procedures / Guidelines for School Trips

Protocols for trips (forms 1 – 6)

1. Member of staff to complete the trip form (Appendix 1) which details transport, ratio of staff to children, educational reason for trip etcetera.
2. Member of staff to complete Risk Assessment (Appendix 2)
3. Complete departure checklist (Appendix 3) and Information for accompanying staff (Appendix 4)
4. Written consent and money given by parents 4 days prior to trip (Appendix 5)
5. Emergency contact forms (Appendix 6)
6. Money collected by teachers needs to be sent to accounts with the attached form, no later than 4 days before the date of the trip.
7. Children who have not been given permission will be contacted by the school. Work will be provided for them to attend the above/below year group as deemed necessary.

Ratio of child to adult:

Please note: One teacher must be present on each bus. Parents may not travel on school buses as they are not insured. Supervision ratios, taking into account the sex, age and ability of children, nature of activities, experience of adults in off-site supervision and their competence, duration and nature of the journey, type of accommodation, requirements of the organisation being visited, competence and behaviour of the children and first aid cover

Trip status	Adult: child
Secure ground requiring student to exit bus straight into an enclosed area with additional supervision on site	1:14
Open ground (e.g. park with younger children)	1:10
Near water	1:6

Field trip procedures and guidelines

1. All trips will have previously had a risk assessment carried out using the risk assessment form.
2. No trips can be booked without the approval of HOS.
3. Venues must be visited by the teachers before taking children to a venue for the first time.
4. It is the responsibility of accompanying teachers to produce age appropriate and relevant resources, as necessary.
5. The designated person will prepare a letter to parents, for approval by the HOS, and will arrange the booking of buses.
6. The circular must be sent at least 10 days prior in order to collect consent from parents.
7. Teachers must check bookings with the Administration Officer for bus arrangements and departure/arrival time before the trip is announced to parents.
8. Teachers must check bookings with the administration officer at least 3 days before the trip to check the time and place of departure.
9. Teachers should take along a camera to record and save images for the Yearbook.
10. It is the teachers' responsibility to collect from the nurse a school first aid kit and to check for any medical concerns. The teacher must also take any child's emergency medicine e.g. asthma puffs, etc. Teachers must liaise with parents of children with specific medical needs like epilepsy, diabetes and allergies to accompany in the trip.
11. It is the teacher's responsibility to take both a mobile phone and the numbers of all relevant parents and to have access to these at all times.
12. It is the teacher's responsibility to ensure that all permission slips are collected and to check them the day before and to follow up on any absences.
13. All monies to be submitted to accounts department before 10:20 a.m.

14. A school trip is an opportunity to broaden the curriculum and has an educational and social value; the (learning) objective of the trip should be clear and should connect to the curriculum. Teachers must ensure that students have a notepad to make necessary notes.
15. Students who are not going on the trip are not to be asked to stay at home, they can be in school and work should be planned or they can be placed in sections that are in school.
16. Teachers are responsible for ensuring there are adequate supplies of water for the duration of the visit.
17. Teachers must not let the children leave packed lunches where they might suffer damage or loss.
18. If food is being provided at the center, teachers are responsible to pre-check if any children have any special dietary requirements. i.e. allergies, etc.
19. Teachers are fully responsible for the care and wellbeing of their children whilst out of the school. They must ensure that discipline is maintained and children are safe at all times.
20. Should a child need to be taken to hospital whilst out of school, both the school and the parents must be informed immediately.
21. Whilst out of school, teachers must arrange with the bus drivers the exact time and location for pick up.
22. Teachers, Teaching Assistants/Learning Support Assistants, travelling on buses with children must not wear earphones or use personal listening devices as this compromises the care of the children.
23. Teachers should take along a camera to record and save images for the year group blog, Event Logger and website updates.
24. Teachers and Teaching Assistants must ensure all children board the bus carefully and count the number of children before leaving school and also the same way ensure all children board the bus safely from the field trip venue. CT to send children in one by one and TA in the bus to safely get children seated. Once all children are in only then CT to board the bus.
25. On returning to the school, teachers must feedback to the designated person in order for arrangement to be reviewed and improved if necessary.

Good to know

The lead person must ensure that:

- Adequate welfare and safeguarding procedures are in place; a file of all paperwork / contacts is stored with Heads Of School.
- a risk assessment has been completed and appropriate safety measures adopted and enacted;
- training needs have been assessed by a competent person and the needs of the staff and children have been considered;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- the group leader or another member of staff is suitably competent to instruct the activity and is familiar with the location where the activity will take place;
- non-staff supervisors on the visit are appropriate people to supervise children;
- group leaders are allowed sufficient time to organise visits properly;
- ratio of supervisors to children is appropriate including males and females for mixed parties;
- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the children;
- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover;
- s/he has the address and phone number of the visit's venue and have a contact name;
- a school contact has been nominated (this may be the head) and the group leader has details;
- the group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedure;

- the group leader, group supervisors and nominated school contact have the names of all adults and children travelling in the group, and the contact details of parents and the teachers' and other supervisors next of kin;
- there is a contingency plan for any delays including a late return home.

The group leader must:

- obtain the head's prior agreement before any off-site visit takes place; provide a file of all paperwork / contacts following the GEMS / school H&S policy;
- appoint a deputy;
- define clearly each supervisor's role and ensure all tasks have been assigned;
- be able to control and lead children of the relevant age-range;
- be competent to instruct children in an activity and be familiar with the location/centre where the activity will take place;
- be aware of child protection issues;
- nominate a person to be in charge of first aid;
- ensure that adequate first aid provision is available - the minimum requirement is a first aid box containing a leaflet giving advice on first aid, six individually wrapped sterile adhesive dressings, one large sterile unmediated wound dressing, two triangular bandages, two safety pins, individually wrapped moist cleansing wipes, one pair of disposable gloves;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- undertake and complete a comprehensive risk assessment to include an exploratory visit or if an exploratory visit is not possible specific information by letter from the venue, from other schools who have recently visited it and from local organizations such as tourist boards;
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
- have information on the children proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to children is appropriate for the needs of the group;
- consider stopping the visit if the risk to the health and safety of the children is unacceptable and have a procedure in place for such an eventuality;
- ensure the group supervisors have details of the school and parent / carer contact;
- ensure that group supervisors and the school contact have a copy of the emergency procedures;
- ensure that the staff and other supervisors have the details of children' special educational or medical needs.

The group leader is responsible for:

- the Operations / equipment the group will need to take on the visit;
- the Operations / equipment to be provided at the venue including disabled access, specialist equipment and emergency rations;
- staff training needs;
- first aid and medical treatments provision; the designation of someone to carry out first aid and medical treatments and to record the details of any accidents on the appropriate form. Ill or sick children must never be left unaccompanied;
- transport arrangements - hiring from a reputable company; children using transport should arrive on time and wait in safe place, not rush towards the transport, wear seatbelts, never tamper with any of the vehicle's equipment or driving controls, keep the aisles free of baggage, never attempt to get off the moving transport, never lean out of or throw things from the window of the transport, never get off the vehicle held up by traffic lights or in traffic, never run about or pass someone on steps or stairs while transport is moving, never kneel or stand on seats, never distract or disturb the driver, stay clear of doors after boarding, after leaving the vehicle, always wait for it to move off before crossing the road, to use the Green Cross Code when crossing the road;
- contingency measures for enforced change of plan or late return;
- information to parents including early written information about the costs of the visit;
- preparing children so that they understand the aims and objectives of the visit / activity, how to avoid specific dangers, what standard of behavior is expected, who is responsible for the group, what not to bring back from abroad, what to do if approached by anyone from outside the group;

- emergency arrangements to include establishment of the nature and extent of the emergency, ensuring that all the group are safe and looked after, establishing the names of casualties and getting immediate attention for them, ensuring that all group members who need to know are aware of the incident and following the emergency procedures, ensuring that a member of staff accompanies casualties to hospital and that the rest of the group are adequately supervised and kept together, notifying the police as necessary;
- arrangements for sending children home early.

Staff must:

- follow the instructions of the group leader and help with control and discipline;
- take responsibility for stopping the visit or activity and notifying the group leader, if they think the risk to health or safety of the children in their charge is unacceptable.

Adult Volunteers must:

- not be left in sole charge of children except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and teacher supervisors and help with control and discipline;
- speak to the group leader or teacher supervisors if concerned about the health or safety of children at any time during the visit.

Children must:

- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensible and responsibly;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it.

Any children whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

Parents

The group leader must ensure that parents are given sufficient information so that parents can make an informed decision with regard to the suitability of the visit for their child.

Parents must be informed with regard to the dates of the visit; visit's objectives; times of departure and return; the location where the children will be collected and returned; mode(s) of travel including the name of any travel company; the size of the group and the level of supervision; details of accommodation with security and supervisory arrangements on site; details of provision for medical and special needs; procedures for children who become ill; name of leader and other staff; details of activities planned and of how the risks will be managed; standards of behaviour expected; what children should take / not take on the visit or bring back; details of insurance, clothing, money and equipment to be taken.

The group leader must tell parents how they can help prepare their child for the visit and the number to ring for information in the event of an incident during the visit or a late arrival home.

Parents must:

- provide the group leader with emergency contact numbers;
- complete and sign the consent form;

A parental consent form must be completed for each child in the group. If parents withhold consent, the child must not be taken on the visit but the curriculum aims of the visit should be delivered to the child in some other way wherever possible.

Form 1 of 6

Appendix 1: Application for the Approval of Educational Visits

School / Group:	Gems Westminster School, RAK
Group leader:	

Purpose of visit and specific educational objectives:
To contribute to the environment projects organized by Rak Waste Management

Places to be visited:

Date and Time of Departure:	
Date and Time of Return:	

Transport arrangements to include name of transport company:
BBT

Names and specific responsibilities of other adults accompanying the party:

Name and telephone number of the contact person in the school who will hold all information about the visit in case of emergency:
Tapan Bhatt - +971555804112,

Size and composition of the group:	
Age range	
Number of boys	
Number of girls	
Adult to child ratio	1:10
Names of children with special educational needs or medical needs:	

Attach copies of:	<input checked="" type="checkbox"/> parental consent form <input checked="" type="checkbox"/> risk assessment form
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Head of School approval:	
Date:	

Form 2 of 6

Appendix 2: Educational Visit Risk Assessment

Teacher(s): _____ Grade/class: _____
 Destination: _____ Proposed Date of Trip _____
 Departure Time: _____ Departure time destination: _____
 Number Of Students----- Number of Adults:-----

This is a subjective task which is designed to help you think the risk you and your group will be taking and how they might be minimised. Pay particular attention to your journey, transition to and from the venue, management of the group while at activities, the need for qualified, experienced staff and getting everyone home safely.

Activity or Area Being Assessed:				Location:		
Potential Hazard	Who is at Risk	Risk Rating			Are there existing Control Measures in Place	Any Further Action Required to Reduce Risk
		S	P	R		

Risk Rating: S = Severity, P = Probability, R = Overall Risk Rating

Circle the below and measure with the matrix the level of risk.

Severity

- 5 Fatal Loss of Life or, total system loss.
- 4 Major Serious injury or illness absence from work over 3 days, major damage or environmental impact
- 3 Notifiable Loss time injury or illness absence from work up to 3 days, damage or environmental impact
- 2 Minor First Aid accident, damage requiring minor repair
- 1 Negligible Very minor or little consequence.

Probability

- 5 Likely Likely to occur frequently
- 4 Probable Likely to occur several times
- 3 Possible Could occur sometimes
- 2 Remote Unlikely, though conceivable
- 1 Improbable Very unlikely, it may never occur

Risk Matrix

Severity						
5	25	20	15	10	5	
4	20	16	12	8	4	
3	15	12	9	6	3	
2	10	8	6	4	2	
1	5	4	3	2	1	
	5	4	3	2	1	Probability

- 15 – 25 = HIGH RISK
- 8 - 12 = MEDIUM RISK
- 1 – 6 = LOW RISK

Form 3 of 6

Appendix 3: Field trip pre-Departure Check List

To be completed by field trip supervisor

Approval by HOS		First Aid kit	
Contact number of emergency service		Water	
Contact number of other teachers on the trip/recruit appropriate staff		Emergency food supply for trip over 2 hours	
Address and contact number of venue		Contact Number of parents of all students	
Class list and contact number of students		Completed and collected Parental permission forms(include medical conditions)	
Map		Contact Number of school administration	
Contact Number of drivers		Contact Number of Transport manager/book transport	
Details of trip timing		Information pack for accompanying school staff	
Risk assessment completed		Cash and /or Trip Confirmation from Venue	
Students Medications(identified on permission forms)		Complete trip Itinerary	

Signature of Trip Supervisor: _____

Signature of School Principal _____

Date: _____

Form 4 of 6

Appendix 4: Information for Accompanying School Staff re Educational Visits

Date of visit :

Venue:

Purpose of visit:

- Attached are: List of Children
 List of Groups
 Itinerary
 Child Checklist
 Medical Information
 Parent Consent Forms & Contact Information
 Risk Assessment
 Venue Information
 Pediatric First Aiders

Contact Information School

School Main Number	072035999
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Staff (Must keep legal ratios at all times)

Name	Phone
(Deputy Leader)	

Venue contact

Name and Address	Phone

Travel Company

Name and Address	Phone/E-mail
BBT	0526753900

Contingency Procedure

In the event of late return Group Leader or Deputy Leader to contact the School Contact with arrival information.

Emergency Procedure

In the event of an emergency Staff to contact each other by mobile phone and one member of staff to contact the School Contact

Meeting Point at the venue:



Form 5 of 6

Appendix 5: Parental Consent Form for Educational Visits (example)

Name of Child:	
Class / Group:	
Visit to:	
Date of Visit:	
I agree to (name)..... taking part in the visit. I acknowledge the need for.....to behave responsibly.	
Does your child have any condition requiring medical treatment, including medication?	Yes / No
If Yes, please give details:	
Please outline any special dietary requirements:	
Declaration	
I do/do not agree to my child receiving any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.	
Contact Details	
Home Address:	
Home telephone:	
Mobile:	
Work Address (Father):	
Work Telephone:	
Work Address (Mother):	
Work telephone (Mother):	
Alternative emergency contact:	
Name / Relationship to child:	
Address of alternative emergency contact:	
Telephone of alternative emergency contact:	
Name of family doctor:	
Address of family doctor:	
Telephone of family doctor:	
Signature of Parent(s)	
Date	

Form 6 of 6

Appendix 6: Emergency Contact Information and First Aid Information

Place of visit:	
Visit departure date:	
Return Information:	Date Time Location
Number of children:	
Number of adults:	
Attach emergency contact list to this sheet – names and telephone numbers	

Emergency telephone contact information during school hours	
Head of School:	Mr. Rob Commons +971 50 291 7575
Vice Principal:	Ms. Ilne Gevers +971 50 131 3160
Other (specify):	Mr Tapan 0555804112

Emergency telephone contact information out of school hours:	
Head of School:	Mr. Rob Commons +971 50 291 7575
Vice Principal:	Ms. Ilne Gevers +971 50 131 3160
Other (specify):	Mr Tapan 0555804112

Travel Company	
Name:	BBT
Address:	Gems Westminster School, RAK
Telephone	072035999
Fax:	
Name of Travel Rep:	Mr Siraj
Telephone of Travel Rep:	0526753900
Insurance / Emergency Assistance:	
Other emergency numbers:	

Trip First Aid Information

Trip Leader Name:	
Destination of Trip:	
Date of Trip:	
No. And age of Children:	
No. of First Aid Trained Staff:	
No. of bags required:	
Names of children with specific health needs:	
Name of staff in charge of these children:	
Further medical training required for staff:	
Any other information:	

Major Events

Rationale

After many late nights of hard work, more planning meetings than you care to remember, and many pots of coffee, your initiative has finally gotten off the ground. Congratulations! You have every reason to be proud of yourself and you should probably take a bit of a breather to avoid burnout. Don't rest on your laurels too long, though--your next step is to monitor the initiative's progress. If your initiative is working perfectly in every way, you deserve the satisfaction of knowing that. If adjustments need to be made to guarantee your success, you want to know about them so you can jump right in there and keep your hard work from going to waste. And, in the worst case scenario, you'll want to know if it's an utter failure so you can figure out the best way to cut your losses. For these reasons, evaluation is extremely important.

Evaluation is a huge topic and it can be pretty intimidating, you need to take a little time to think about what exactly you want to know about the initiative. Your evaluation system should address simple questions that are important to your community, your staff, and (last but never least!) your parent body. Try to think about financial and practical considerations when asking yourself what sort of questions you want answered. The best way to insure that you have the most productive evaluation possible is to come up with an evaluation plan.

Aim

- To guide you through each step of the process of evaluation
- To help decide what sort of information you and your stakeholders really need
- To help you identify the best possible methods and strategies for getting the needed information
- To help you come up with a reasonable and realistic timeline for evaluation
- Most importantly, it will help you improve your initiative!

Developing an Event and Evaluation Report, Step-by-Step

When hosting an event or activity, developing a plan will allow you to move forward in an organized fashion and create an environment for success. There are a number of steps to developing an Event Plan:

The following steps will assist you in developing an evaluation and event report that accurately reflects the event you have organised. The steps should be followed in sequence. You may elect to skip certain steps if you think they don't apply to your event or put N/A (not applicable). **You must;**

1. **3 weeks before the event;** submit the appendix planner **Step 1, 2** selecting the actions you have committed to. **Without this the Event will not proceed.**
2. **2 weeks before the event;** submit **Step 3** pre event checklist and **4** running order
3. **1 week after event;** submit the final report **Step 5**

The below provides a description of each area to help guide organization of the event. The submission checklist has been divided into five parts and must be submitted with relevant documentation **Forms 1 - 5.**

Step 1 – Pre-event planning

Step 2 – Risk Assessment

Step 3 – Pre event checklist

Step 4 – Running order of event

Step 5 – Post-event activity

STEP 1 – Pre-event planning:

Tick	Steps...	Questions and Comments
	Step 1	<p>What are the event goals and expectations aims and objectives of your event? Consider why you are staging your event then develop a list of objectives. These objectives should take into account your target audience, the size of the event as well as financial and enjoyment benefits. You can't measure success when you don't have any benchmarks to measure it against. This is why the first step in evaluating the success of an event is to clearly define your goals and expectations. It is important to align the goals with your event's ultimate aim (i.e. the chief reason for hosting the event) as well as what your guests expect to get from the event. It is also important to keep these goals as objective as possible.</p> <p>Objective goals (ie "25%+ survey response rate") are easier to quantify than subjective goals ("everyone should have a great time"), and can help you evaluate event success better. No more than 3 Objectives/goals</p>
	Step 2	<p>Develop a plan for publicity, promotion and marketing of the event To promote the upcoming event, you will need to produce media releases to raise awareness of the event in the school and community With your aims and objectives in mind, develop a plan that will ensure people hear about your event promotion. This should include marketing such as posters and flyers, advertising in print media, webpage, newsletter. Work with the photography to team to create a media post display for the foyer and using this detail also a write up for the school newsletter and webpage. Make sure that all photos have been loaded onto the school server and labeled appropriately.</p>
	Step 3	<p>How to produce your surveys All questions you ask should be related to gaining information to support your aim and objectives. The self-evaluation surveys should have no more than ten questions. Any other questions should be tick-the-box responses.</p> <p>Conduct surveys immediately after the event A survey or feedback form can give you objective as well as subjective data on the success of our event. The best time to hand out this survey is immediately after the event, when guests feel favorably towards you and are more likely to respond to a survey request.</p> <p>Designing surveys is an art. However, keep the following tips in mind when creating your surveys and you'll do fine:</p> <ul style="list-style-type: none"> • Relevancy: Keep the survey questions directly relevant to the event. • Length: Shorter surveys get a higher response rate than longer ones (no more than 10 questions) • Ease of Responding: Respondents are more likely to drop out of a survey if responding to questions requires too much time or effort. Design surveys in a way that respondents can give answers as easily as possible. This means keeping subjective responses to a minimum and using multiple-choice questions instead. • Language: Using clear, precise language with well-defined answer labels will earn you a higher response rate. If respondents have to think hard about the question, they will likely abandon the survey.

You can either hand out surveys on paper, or email respondents with an online survey made with Google Forms or similar tools.

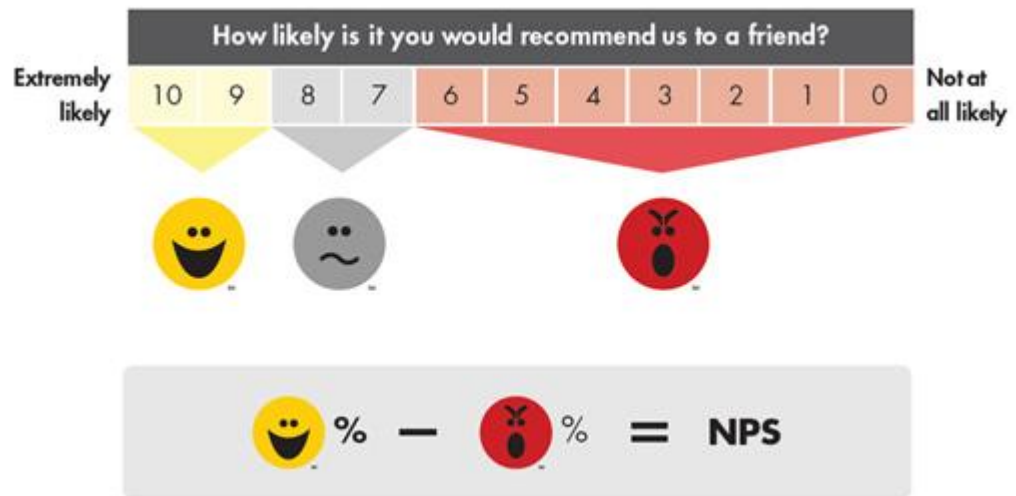
Use Net Promoter Score as one of the questions.

Net Promoter Score (NPS) is a concept first pioneered by Bain and Company. It involves asking customers, or in our case, event guests, a simple question: “How likely are you to recommend this event to someone else, on a scale of 1 to 10, where 1 stands for least likely, and 10 for extremely likely?” Scores are categorized as follows:

- **Scores of 9-10:** These are your **promoters** – super fans and loyal customers who actively spread the good word about your event. You want as many of these as possible.
- **Scores of 7-8:** These are **passives**. They feel ambivalent towards your event and are not likely to actively recommend it to their friends.
- **Scores of 0-6:** These are the **detractors**. They are liable to criticize your event in public and make for bad word of mouth.

To get your NPS, you subtract the number of detractors from the number of promoters. Ignore all passives. Thus, if you have 100 respondents, 80 of which are promoters, 10 detractors and 10 passives, your Net Promoter Score is: 80 – 10 = 70%

Here’s a handy graphic illustrating the process:



Step 4	<p>Organise survey interviewers</p> <p>There are many places you can find people willing to act as interviewers for events. Have School leaders with I pads to ask parents to complete the short survey immediately as they are leaving or during the event.</p>
Step 5	<p>Print surveys or online</p> <p>Ensure that you have enough copies of both surveys printed for the event. A person should also be identified to collect and distribute completed surveys.</p>
Step 6	<p>Coordinate a meeting for your interviewers and event staff</p> <p>Organise an informal meeting for the people who will be working at your event. This is their briefing for roles and responsibilities.</p>
Step 7	<p>Evaluate your finances</p> <p>It isn't uncommon for event organizers to overspend and find themselves in the hole even with a 'successful' event. Therefore, taking stock of your finances should be a key part of the evaluation exercise. Here are a few key metrics you should focus on:</p>

- **Expected costs vs. actual costs:** Hopefully, you already had a thorough breakdown of the expected costs of the event. Comparing this against the actual cost will tell if you overshot your budget, and give you a measure of your resource utilization efficiency.

Step 2 – Risk Assessment

Steps...	Questions and Comments
Step 8	<p>Risk Assessment</p> <p>A risk assessment must be carried out and appropriate action taken for all performances and events. Any recommended limits for fire safety must be adhered to and appropriate safety measures adopted and enacted.</p>

Step 3 – Pre event checklist

Steps...	Questions and Comments
Step 9	<p>Pre event checklist.</p> <p>The pre event checklist is not definitive. It is a list to help guide you as you develop the event. You may add or subtract where required, however there must be a checklist completed.</p>

Step 4 – Running order of events.

Steps...	Questions and Comments
Step 10	<p>Running order of event.</p> <p>A running order needs to include lighting, audio, and stage movement cues. This is a working draft document. Feel free to send updates as you go along. The running order must be managed by a dedicated person who leads people or activities to be completed on time.</p>

Step 5 – Post-event activity

Steps...	Questions and Comments
Step 11	<p>Evaluate surveys</p> <p>Review the findings from the surveys.</p>
Step 12	<p>Organise and hold a post event meeting</p> <p>While the surveys are being assessed, call a post-event evaluation meeting. Invite volunteers, members of the public who attended and people who worked on the planning and organisation of the event. While one person asks questions, another one or two people should table the responses for the report.</p> <p>Table your evaluation report</p> <p>Now that your evaluation is complete, table your results. This should include economic indicators, a statement of how the aims and objectives were met, which elements were successful and those that were not so successful and identify future plans.</p> <p>Program modifications- Use all of the evaluation data to identify suggestions for program modifications. Make appropriate recommendations; even small changes can often bring a program closer to its stated goals and objectives.</p>

Form 1 of 5

Major Event Planner; Developing an Event and Evaluation Report, Step-by-Step

NAME OF ORGANSIER/S:

EVENT:

DATE SUBMITTED:

DATE OF EVENT:

SIGNED:

The following steps will assist you in developing an evaluation report that accurately reflects the event you have organised. The steps should be followed in sequence. You may elect to skip certain steps if you think they don't apply to your event. **You must** submit to Extra - Curricular Activities Team/HOS;

1. **3 weeks before the event**; submit the appendix planner **Step 1, 2** selecting the actions you have committed to. **Without this the Event will not proceed.**
2. **2 weeks before the event**; submit **Step 3** pre event checklist and **4** running order
3. **1 week after event**; submit the final report **Step 5**

The submission checklist have been divided into four parts and must be submitted with relevant documentation **Forms 1 - 5**

Step 1 – Pre-event planning

Step 2 – Risk Assessment

Step 3 – Pre event checklist

Step 4 – Running order of event

Step 5 – Post-event activity

STEP 1 – Pre-event planning checklist – tick and complete in narrative where necessary

Tick	Steps...	Questions and Comments
	Step 1	What are the 3 event goals?
	Step 2	What publicity, promotion and marketing will you use for the event?



	Step 3	What are your 10 survey questions including the NPS?
	Step 4	Who is responsible for managing the survey and how will they do it?
	Step 5	Have you printed surveys and/or created the surveys online? Where will they be distributed from?
	Step 6	Provide the pre and post dates to coordinate a meeting for your event staff?
	Step 7	Evaluate your finances? Provide a budget of expected costs?

Form 2 of 5

STEP 2 - Risk Assessment Form

Activity or Area Being Assessed:	Location:
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Circle the below and measure with the matrix the level of risk.

Severity

- 5 Fatal Loss of Life or, total system loss.
- 4 Major Serious injury or illness absence from work over 3 days, major damage or environmental impact
- 3 Notifiable Loss time injury or illness absence from work up to 3 days, damage or environmental impact
- 2 Minor First Aid accident, damage requiring minor repair
- 1 Negligible Very minor or little consequence.

Probability

- 5 Likely Likely to occur frequently
- 4 Probable Likely to occur several times
- 3 Possible Could occur sometimes
- 2 Remote Unlikely, though conceivable
- 1 Improbable Very unlikely, it may never occur

Risk Matrix

Severity					
5	25	20	15	10	5
4	20	16	12	8	4
3	15	12	9	6	3
2	10	8	6	4	2
1	5	4	3	2	1
	5	4	3	2	1
	Probability				

- 15 – 25 = HIGH RISK
- 8 - 12 = MEDIUM RISK
- 1 – 6 = LOW RISK

Potential Hazard	Who is at Risk	Risk Rating			Are there existing Control Measures in Place	Any Further Action Required to Reduce Risk
		S	P	R		
Date:	Assessor's Name:	Assessors Signature:			Review Period:	

Risk Rating: S = Severity, P = Probability, R = Overall Risk Rating

Form 3 of 5

STEP 3 – Pre event checklist

Planning/Logistics	Task	Notes	Deadline	Owner
Catering and refreshments	Book catering Confirm final numbers (one week prior to the event)			
Cleaning	Inform the cleaning team of your event date/time			
Security	Inform security of the event Book car parking spaces if necessary (see events guide)			
Audio Visual	Confirm audio visual requirements Contact IT services to book services (if necessary) Have a rehearsal with speakers			
Photography	Book a photographer (see events guide for details)			
Event Promotion	Upload event onto the Events website			
Health and Safety	Complete a risk assessment form Allocate a first aid representative – who will let the audience know of fire expectations			
Student organisation and management	Is there enough seating Who is looking after the safety of the students			
Surveys	Completed, staff briefed, survey monkey completed, ipads collected			
Other				



Form 4 of 5

STEP 4 – Running order of events.

MAJOR EVENT RUNNING ORDER

NAME OF ORGANSIER/S:

EVENT:

Time Start	Time allocated	Activity/Description/Actions	Person responsible

Form 5 of 5

STEP 4 – Post-event activity

Steps 11 - 12

Table your evaluation report? You will need to answer a number of questions?

1. Review the overall success of the event in reaching its key objectives?
2. What are the findings from the event surveys? (provide survey graph detail results)
3. Post event meeting. What questions were asked, who was at the meeting and what are the responses? (Agenda & Minutes)
4. What are the final budget costs? (add spread sheet of breakdown of **expected costs vs. actual costs**)
5. What are the key recommendations for future events?