



ST MARY'S COLLEGE

OFF-SITE SUPERVISION (EXCURSIONS AND CAMPS) POLICY

Child Safe Standard 1: Culturally safe environments
Child Safe Standard 2: Leadership, governance and culture
Child Safe Standard 6: Suitable staff and volunteers

Context

St Mary's College Melbourne (St Mary's College) is a Catholic school for girls and boys in the Edmund Rice tradition, established as Christian Brothers' College St Kilda in 1878. St Mary's College is committed to providing a caring, supportive and safe environment where every student has a place, a voice and their story is known. As a Catholic school in the Edmund Rice tradition, our Christian values are those expressed in the Touchstones of our governing body, Edmund Rice Education Australia (EREA): Liberating Education, Gospel Spirituality, Inclusive Community, Justice and Solidarity. The charism of Blessed Edmund Rice expressed through these touchstones, underpins our continued commitment to a safe and inclusive environment for all, providing a preferential option to those at the margins, to grow in empathy and to respond in faith and action.

This policy should be read in the context of the College Safeguarding (Safety and Wellbeing) Policy and Procedures, and Student Duty of Care Policy.

Background

EREA, as St Mary's College's governing authority, sets the policy framework for all EREA schools. These policies have been contextualised for St Mary's College's particular school environment so that our policies reflect the needs of our students.

Rationale

An excursion is any activity organised by St Mary's College whereby students leave the College grounds for the purpose of engaging in educational activities.

A teacher has a Duty of Care to take reasonable steps to protect students from any injury that the teacher may have reasonably foreseen. Because excursions are conducted off College premises, away from the usual protections of the College environment, they have the potential to present unique risks for St Mary's College, our students, our teachers and others involved.

The purpose of this policy is to manage the risks associated with College excursions and to make excursions as safe as possible. All WorkSafe Policies and Student Duty of Care Policies continue to apply on excursions unless it is impractical for them to do so.

Principles

During the course of the College year St Mary's College conducts, or students attend, a number of different types of excursions including:

- Regular Off Campus Activities;
- Single Day Excursions;
- Overnight Excursions;

- Recreation & Outdoor Activities; and
- International Excursions;

When planning an excursion the following general principles must be followed:

- Excursions should relate to the College's educational program;
- Excursions must be age/stage appropriate;
- Excursions must provide valuable outcomes for students;
- Excursions are inclusive and all students within a specific learning group are to be given the opportunity to participate;
- Excursions should be planned so as not to interfere with exams; and
- Excursions are to be costed in the most cost beneficial way possible.

Policy Statement

St Mary's College holds the care, safety and wellbeing of students as a central and fundamental responsibility of the College. An important part of student learning is the opportunity to engage in learning experiences outside the classroom. St Mary's College acknowledges that it owes a duty of care to students to take reasonable measures to protect them from reasonably foreseeable risks of injury, that it owes a duty to take reasonable precautions to prevent the abuse of a child and that different and sometimes greater measures may need to be taken for younger students or students with disabilities. A teacher's duty of care towards students exists wherever there is a student-teacher relationship. This is not only during normal school routine, but also during off-site activities. The staff member in charge of an off-site activity must ensure that the risks associated with the activity are managed effectively.

Final approval for an excursion may only be given by the Principal (or their delegate) upon satisfaction that the risks posed by the particular excursion have been appropriately identified and appropriate risk mitigation strategies have been developed and which can be implemented effectively.

Procedures

Proposing an Excursion

A teacher who wishes to put forward a proposal for an excursion may do so in accordance with the College Off-Site Activities Procedure.

Excursion Management Plan

A detailed Excursion Management Plan (off-site activity planning checklist), Application (via the College management system, SIMON) and Risk Assessment, must be completed by the teacher in charge of the proposed off-site activity and submitted according to the College Off-Site Activities Procedure within the stipulated time-frames.

Final Approval For Excursions

The Excursion Management Plan must be submitted to the Principal or their delegate for final approval. Final approval for an excursion may only be given by the Principal (or their delegate) upon satisfaction that the risks posed by the particular excursion

have been appropriately identified and appropriate risk mitigation strategies have been developed, and which can be implemented effectively.

Standard Risk Management Procedures for Excursions

Whilst the length, nature and activities involved in excursions will vary there are a number of standard procedures that St Mary's College undertakes in order to minimise the risk of harm to students, staff and others.

These strategies are addressed in the Excursion Management Plan. They include ensuring:

COVID Safety

- The activity is permitted according to current COVID 19 restrictions, and in accordance with the Catholic Education Commission of Victoria (CECV) School Operations Guide; and
- Provided the activity is permitted (as above), ensure all aspects of the activity are carried out in a COVID Safe manner in accordance with the CECV School Operations Guide and College COVID Safe Plan, protocols and procedures.

Consultation

All key stakeholders including students, staff, parents, and where appropriate external providers, are consulted as to the nature of the excursion, and any potential hazards which may be associated with the excursion.

Informed Consent

- Full details of the excursion have been provided to each student and their parents/guardians; and
- All students attending the excursion have received written permission from their parents/guardians to attend.

Clothing & Equipment

- All students attending the excursion have been provided with details of excursion requirements such as suitable clothing and equipment.
- The teacher in charge will ensure adequate and appropriate COVID Safe PPE (e.g. face masks), hand sanitizer and disinfectant wipes are taken on the activity.

Venue Selection

- Consideration is given to the appropriate nature and location of the selected venue/s.
- Consideration of the risk of bushfire in the location of selected venue/s:
 - The College consults with local agencies where relevant (the Country Fire Authority, Metropolitan Fire and Emergency Services Board, local council)

on bushfire preparedness and to ensure the venue complies with local bushfire regulation of buildings, facilities and grounds.

- The teacher in charge of the off-site activity will review planned excursions ahead of forecast days of significant fire risk or total fire ban days and liaise with the Principal and local agencies as to whether the excursion should be cancelled.
- If an excursion is not cancelled, special fire safety precautions may be required, depending on the location. St Mary's College must ensure it considers the risk of bushfire at the excursion location when conducting their risk assessment and developing their emergency response plan.
- St Mary's College will be guided by its own Emergency Management Plan and Emergency Bushfire Management procedures when making a decision regarding the future of the excursion.
- On days determined Code Red by the Emergency Management Commissioner, all camps in the CFA fire district determined Code Red must be cancelled.

Transport Arrangements

- Consideration will be given to appropriate transportation arrangements; and
- Appropriate drop off and pick up arrangements.

Known Medical Issues

- All parents are requested, prior to the excursion, to provide up-to-date details of any medical conditions which, if not known to supervising staff, may present a heightened risk to their child; and
- Where a child is considered at higher risk, because of an existing medical condition, appropriate mitigation strategies are implemented.

Student's Capacity

- That any required skills have been identified and the planned activities are appropriate for the student's capacity; and
- Where a student is identified as not having the necessary capacity, appropriate risk management strategies are implemented for that particular child.

Supervision

- A supervision strategy (to be included in the Excursion Management Plan) will be developed by the teacher in charge of the off-site activity, taking into account COVID Safety, Child Safety, the co-educational nature of the school and all risks identified in the risk assessment;
- Sufficient staff will provide appropriate and effective supervision based on: assessment of location, venue, activities, the nature and length of the excursion, and appropriate supervisor-student ratio; and

- The experience, qualifications and skills of each staff member (including volunteers, instructors, etc.) will allow them to provide effective supervision for general and planned activities. Consideration will be given to the availability of supervisors with appropriate competencies, skills and experience (including first aid), and taking into account the co-ed nature of the school.

Supervision requirements for activities undertaken on excursions, will consider:

- the nature and particular risks of the activity, such as swimming and other water-based activities; and
- the risks presented by the activity venue and its location, such as bushfires and other environmental hazards.

Appropriate care is taken in selecting non-teaching staff to perform any supervisory role during the excursion (including the conduct of Working with Children Checks and other child safety requirements); and all supervisors are properly briefed with respect to all aspects of the Excursion Management Plan.

External Providers

- Where possible external providers are selected from our Approved Supplier List as outlined in our External Education Provider Policy; and
- Due diligence has been conducted on all external providers involved in the excursion to ensure their competency, their compliance with workplace safety laws and other relevant legislation.

Child Safe Standards

- St Mary's College has established and implemented our Child Protection Program in accordance with the Victorian Child Safe Standards.
- St Mary's College ensures that child protection risks specific to excursions and overnight stays are identified and controls are put in place.

Critical Incident (Emergency Situations) Response

- Appropriate emergency response procedures are in place.

Communication Strategies

- Appropriate communication strategies are in place and documented in the Excursion Management Plan.
- For all activities that take place outside of normal school hours, a daily 'check in' phone call must be made by the teacher in charge to the Principal.

Insurance

- Appropriate insurance coverage is in place.

Additional Risk Assessments

Because the risks associated with each type of excursion vary, in addition to this policy which outlines general procedures, St Mary's College has developed specific procedures and risk assessments for particular types of excursions and particular types of activities.

A risk assessment must be included in the Excursion Management Plan.

Incident Notification

If during the course of an excursion an incident occurs, whether or not the incident results in injury to a student, the incident must be immediately reported to the Principal. Incidents must also be reported in accordance with College incident reporting procedures.

Excursion Debriefing

At the conclusion of every excursion, the teacher in charge is required to undertake excursion debriefing and provide a copy to the Principal or the Principal's delegate.

Staff debriefings following excursions provide an opportunity to identify successful practice, areas of risk not previously considered, as well as areas for improvement.

Record Keeping

Copies of all records relating to a particular excursion must be retained at least 7 years, or in accordance with any legal, regulatory or VRQA advice, from the date of completion of the excursion.

Records to be retained include:

- A copy of the Excursion Management Plan;
- A copy of the excursion debriefing;
- Names and contact details of the teacher in charge;
- Names and contact details of all supervisors, including non-teaching staff and parents;
- Names of all students;
- A copy of Working With Children Checks and child protection screening and training documentation for parents or others (other than College employees) who acted in a supervisory capacity during the excursion;
- A copy of any contracts that St Mary's College may have entered into with third party organisations;
- A copy of any risk assessments; and
- In the event that an incident occurred during the excursion, copies of all reports, documents and or records (including communication records) relating to the particular incident.

References

- Excursion/Off-site Activities – Approval Procedure (Appendix 1)
- Excursion Management Plan – Offsite DAY Activity Planning Checklist (Appendix 2)
- Excursion Management Plan – Offsite OVERNIGHT Activity Planning Checklist (Appendix 3)
- Excursion / Activity / Camp Review (Appendix 4)
- Sample Risk Assessment (Appendix 5)
- Student Behaviour Management Policy
- Child Safeguarding (Safety and Wellbeing) Policy and Procedures
- Student Duty of Care Policy
- Student Supervision Policy
- Ministerial Order No. 1359 – Child Safe Standards

Review

Updated to Ministerial Order No. 1359:	1 July 2022
Date of next policy review by the College:	2024



EXCURSION/OFF-SITE ACTIVITIES – APPROVAL PROCEDURE

Definition

Off-site school activities include:

- Single day excursions
- Overnight excursions
- Recreation and outdoor activities
- International excursions
- Regular off-campus activities

Summary:

ALL Incursions, Excursions and Camp documents should be prepared and submitted 3 weeks prior to the proposed activity.

Teacher discusses the proposed Excursion / Incursion / Activity with the following staff to ascertain activity feasibility:

- (i) Learning Leader (educational aims, costs)
- (ii) Deputy Principal (College calendar/planning)
- (iii) Daily Organiser and Director of Staff (staffing)
- (iv) Business Manager and/or Compliance Manager (COVID Safety)

Incursion:

1. Set up the '[Activity](#)' on SIMON using the '[Incursion](#)' template
2. Provide copies of all Working With Children Check or VIT cards for each visitor to the school to Glenys at least 5 days prior to activity for online verification.
3. Provide signed [Code of Conduct](#) for each visitor to the school.
4. *Only if the activity is outside of normal class activities - please provide a [Risk Assessment](#).*

Day Excursion or Activity:

1. Complete [Risk Assessment](#) and send to Compliance Manager
2. Complete [Day Activity Planning Checklist](#)
3. Set up the '[Activity](#)' on SIMON using the '[Day Excursion/Activity](#)' template
4. Review '[Adventure Activity](#)' examples list and complete additional info if conducting an Adventure Activity

Overnight Excursion:

1. Complete [Risk Assessment](#) and send to Compliance Manager
2. Complete [Overnight Activity Planning Checklist](#)
3. Set up the '[Activity](#)' on SIMON using the '[Overnight Camp/Activity](#)' template

4. Review '[Adventure Activity](#)' examples list and complete additional forms if conducting an Adventure Activity
5. Lodge the Camp on the Melbourne Archdiocese Catholic Schools [MACS Form](#) and send a copy of the completed form to Compliance Manager
6. Lodge the Camp/Overnight Activity on the Student Activity Locator (SAL) (see Outdoor Education Convenor for details) and send a copy of this to Compliance Manager

Detailed procedure and instructions:

1. 3 weeks prior to the proposed activity, teacher discusses the proposed Excursion / Activity with the following staff to ascertain activity feasibility:
 - 1) Learning Leader (educational aims, costs)
 - 2) Deputy Principal (College calendar/planning)
 - 3) Daily Organiser and Director of Staff (staffing)
 - 4) Business Manager/Compliance Manager (COVID Safety)
2. Teacher completes the '[Offsite Day Excursion / Activity Planning Checklist](#)' submitted to the Compliance Manager via Microsoft Forms or '[Offsite OVERNIGHT Excursion / Activity / Camp Planning Checklist](#)'
3. Teacher completes a '[Day Activity / Excursion Risk Assessment](#)' or '[Overnight Camp / Activity Risk Assessment](#)' and submits this to the Compliance Manager via email.

Please note that if the excursion/activity involves an 'Adventure Activity' (see Appendix 2), the following CECV forms must also be submitted:

- (i) Student Preparation, Pre-Requisite Skills/Knowledge
- (ii) Documentation of Staff Qualifications and Experience
- (iii) Pre-Activity Check (completed on the day of the activity)

4. Teacher creates the '**School Activity**' procedure via **SIMON** (see *Staff Handbook on SIMON for detailed instructions.*)

Once steps 1, 2, 3 and 4 complete:

Process After Part 4 Approval for the Activity

- a) Staffing of the activity to be confirmed by the organising teacher (in conjunction with the Director of Staff).
- b) Transportation arrangements, for example bus bookings, to be made by the organising teacher.
- c) **Two weeks prior** to the scheduled off-site activity, organising teacher sends to parents (using school approved platforms), written details of the off-site activity including:
 - the program and its educational aims
 - the venue
 - which personnel will be involved and who will be in charge
 - the mode of transport
 - specific activities to be undertaken during the off-site activity

- clothing and equipment requirements
 - departure and return dates and times
 - the emergency contact procedure
- d) Teacher in charge of off-site activity briefs all staff involved regarding excursion details, including supervision, roles and responsibilities prior to the date of the off-site activity.
- e) Teachers communicate clearly to students about behavioural and safety requirements for the off-site activity prior to the day of the activity.
- f) Teacher in charge ensures student medical information/first aid kits/student medication, COVID Safe PPE (e.g. face masks), hand sanitizer and disinfectant wipes are organised the day before the activity is to take place, and taken to the activity on the day.
- g) Organising teacher ensures that contact and emergency details are accessible to all teachers who are involved in the off-site activity and that these are also provided to Reception.


IMPORTANT:

- No student is permitted to attend an off-site activity unless their parent/guardian has provided written permission for their child to attend. This permission must be provided by school approved permission platforms.
 - For all activities that take place outside of normal school hours, a daily 'check-in' phone call must be made by the teacher in charge to the Principal.
5. Compliance Manager and Deputy Principal review Risk Assessment, Planning Checklist and SIMON Activity.
6. Deputy Principal (as Principal's delegate) reviews/approves 'day' excursions/activities; Principal reviews/approves 'overnight' excursions/activities.
7. At the conclusion of the Offsite Excursion / Activity, the supervising teacher:
- (i) sends a 'check-in SMS' to the Deputy Principal 0413 650 554 (each night for overnight activities)
 - (ii) Returns all student medical packs to the relevant Campus Reception prior to the next school day.
 - (iii) On return to school, the supervising teacher completes a [Post Activity Review form](#).

References

- Offsite Supervision (Excursions and Camps) Policy
- Student Behaviour Management Policy
- Behaviour Formation Pyramid
- Uniform Policy
- Child Protection and Safety Policy
- Student Duty of Care Policy
- Student Supervision Policy

APPENDIX 2: Excursion Management Plan – Offsite DAY Excursion / Activity PLANNING CHECKLIST

**Offsite DAY Excursion / Activity
PLANNING CHECKLIST**
Once completed, this CHECKLIST will be automatically forwarded to the Deputy Principal and the Compliance Manager for review.

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04:43
Time to complete

Responsibility for the approval of all offsite activities ultimately resides with the College Principal. At St Mary's College, the following staff are involved in the approval process for all offsite activities:

- Deputy Principal
- Director of Staff
- Daily Organiser
- Compliance Manager

All offsite activities must be approved by the Learning Leader, including activity costs.

Child Safety refers to the College's obligations under Ministerial Order No. 870 and the Victorian Child Safe Standards.

Teachers must remain cognisant of the legal duty of care owed to students under their supervision by virtue of the special nature of the relationship between the school/principal/teacher and the student.

COVID Safety refers to the College's COVID Safe Plan, procedures and protocols, and the school's obligations in accordance with the Catholic Education Commission of Victoria (CECV) School Operations Guide, as updated from time to time, Department of Health and Human Services (DHHS) guidelines and advice from Melbourne Archdiocese Catholic Schools (MACS).

THIS FORM MUST BE SUBMITTED A MINIMUM OF 3 WEEKS PRIOR TO THE DATE OF THE PROPOSED ACTIVITY.

Excursion Details - Overview

1. Today's date *

2. Title of Excursion/Activity (same as SIMON Activity) *

3. Full name of Supervising Teacher - staff member in charge of the activity (person completing this Checklist) *

4. Mobile phone number of Supervising Teacher during the activity: *

SAMPLE

5. Supervising Teacher post-activity check-in:

Please note that the Supervising Teacher must call or SMS the Deputy Principal (0413 650 554) on conclusion of the Activity for a post-activity check-in. *

I confirm that arrangements are in place for a post-activity check-in to the Deputy Principal.

6. Date/s of the proposed Excursion or Activity *

Please consult the Deputy Principal and Daily Organiser prior to completion of this Checklist to ensure there are no conflicts with other College events or activities.

SAMPLE

7. Proposed venue: *

Include:

- 1. Main address/es where Excursion or Activity will take place*
- 2. Venue name/s*
- 3. Full name of venue contact person/s and contact phone number/s*

SAMPLE

8. Names of other staff members likely to be participating: *

Please consult the Daily Organiser to ensure staff availability prior to submission of this Checklist.

SAMPLE

9. Date excursion/activity staffing approved by the Daily Organiser: *

9/8/2021 

10. Date excursion/activity staffing approved by the Director of Staff: *

9/8/2021 

11. Anticipated number and details of adult volunteers (if any):

Please provide the following details for each adult volunteer:

- 1. A valid WWCC*
- 2. Signed Child Safety Code of Conduct (dated within last 12 months)*
- 3. Date of attendance at a Child Safe Screening Interview with the Deputy Principal*

SAMPLE

12. Anticipated total staff/student ratio: *

Excursions must have a minimum of two staff members.

Day excursions - minimum of 2 staff with a 1 to 20 staff-student ratio

Adventure activities - Specific ratios for each activity, see CECV guidance on Adventure Activities

The excursion must:

- be under the direct control of a teacher employed by the College at all times, with at least one other excursion staff member present

- have enough teachers employed by the College to maintain appropriate control of the excursion and of each activity and to provide for the safety and wellbeing of participating students and staff

- have teachers comprising at least half of the excursion staff.

Exceptions:

Excursions in the local area - for small group excursions in the local area, a teacher must be responsible for the excursion, however, with the approval of the principal, a small group can be supervised by one or more excursion staff employed by the College who are either teachers or LSOs.

Day excursions for senior secondary students - less than the minimum supervision ratios for senior secondary students attending local or day excursions may be permitted, only where student safety will not be compromised.

1:10

13. Anticipated male/female staffing ratio: *

For day excursions/activities, having at least one female and one male staff member is recommended where possible.

Female staff/student ratio: 1:5, Male staff/student ratio: 1:5

14. Class/year/group attending activity: *

SAMPLE

15. Number of students: *

Please indicate number of female and number of male students in the total number of students.

10

16. What is the proposed timeline for sending out information to parents and obtaining parent permission? *

*

Please note that parent consent forms must be sent to parents via SIMON 2 weeks' prior to the scheduled offsite activity.

SAMPLE

17. Provision of appropriate information to parents/guardians: *

I confirm that the parent permission form contains the following details:

- Activity program and its educational aims
- Venue
- Name of Supervising Teacher
- Mode of Transport
- Date/s and start/finish times
- Specific activities to be undertaken during the activity
- Clothing and equipment requirements
- Arrangements for catering or to bring/purchase food
- COVID Safety

18. Proposed dates for pre-excursion briefings: *

1. Staff
2. Students

SAMPLE

19. Proposed catering/food arrangements: *

In cases where food is provided by the College, include arrangements for accommodating special dietary requirements.

SAMPLE

20. Please confirm that this activity has been discussed with the Business Manager and/or Compliance Manager to ensure it is in accordance with the current College COVID Safe Plan and current COVID Restrictions and that COVID Safe measures are in place during transport and at the proposed venue. *

- I confirm that this activity is in accordance with the current College COVID Safe Plan and current COVID Restrictions and that appropriate COVID Safe measures are in place during transport and at the proposed venue.

Educational Aims

21. Learning Area *

SAMPLE

22. Anticipated total cost, including transport: *

Approval of cost must be obtained from Learning Leader

SAMPLE

23. Date approval of activity and costs by Learning Leader / Pastoral Leader *

9/8/2021 

24. Proposed purpose or educational aim of the activity:

SAMPLE

25. List of activities that will be undertaken while offsite: *

SAMPLE

26. The program to be followed during the activity has been set within the range of the abilities of participants. *

- I confirm that the planned activities are appropriate to the range of abilities of all participants.

Venue and Activity Risks

27. Activity Risk Assessment completion and submission confirmation. *

Please note that an up-to-date risk assessment is required for each Activity/Excursion and submitted to the Compliance Manager 3 weeks prior to the proposed activity, (ie. with this form). Activities/Excursions will not be approved without a risk assessment.

The Day Excursion/Offsite Activity Risk Assessment Form is available on SIMON.

- I confirm that I have completed and submitted an Excursion/Activity Risk Assessment to the Compliance Manager

28. A pre-offsite activity location visit should occur where possible.

What arrangements are in place for a pre-offsite activity location visit? *

If a pre-offsite activity visit has already taken place, please include the date the visit occurred.

SAMPLE

Transport

29. Outbound departure:

PLEASE LIST

1. Departure location
2. Departure time *

*If students are to meet staff at the venue, please include details of meeting point.
Please ensure this information has been provided to parents on the Parent Permission Form.*

SAMPLE

30. Student dismissal point and anticipated time of activity conclusion:

PLEASE LIST

1. Dismissal location
2. Dismissal time *

If students are to be dismissed from the venue, parents must be advised of this in the Parent Permission notice.

SAMPLE

31. What will be the main mode of transportation for this excursion/activity? *

- Walking
- Public Transport (ensure instructions for bring valid MYKI are included in Parent Permission notice)
- St Mary's College Bus driven by College Staff
- Charter Bus
- Other

32. Transport Safety Check: If transport is provided directly by College Staff, eg. College Bus driven by a staff member, a 'Work Related Driving Checklist' must be submitted with this form. This checklist is available on SIMON. *

- I confirm that I have completed a 'Work Related Driving Checklist'

Child Safety

Consider people that may present a hazard in terms of child safety or possible additional risks due to environmental factors, e.g. obstructed line of sight at the venue and ensure these risks have been included in the Activity Risk Assessment.

33. Have all adult non-St Mary's College employees participating in the excursion/activity provided the Supervising Teacher with their valid WORKING WITH CHILDREN CHECK (WWCC) or VIT Registration? *

All copies of WWCCs or VITs must be submitted to the Compliance Manager at least 3 days prior to the date of the proposed activity.

- Yes

Not applicable (ie. no non-College adults will be involved in the activity)

34. Have all adult non-St Mary's College employees participating in the excursion/activity provided the Supervising Teacher with a signed St Mary's College CHILD SAFETY CODE OF CONDUCT? *

Child Safety Code of Conduct must be signed each year. All copies of signed Codes of Conduct must be submitted to the Compliance Manager at least 3 work days prior to the date of the proposed activity.

Yes

Not applicable (ie. no non-College adults will be involved in the activity)

First Aid/Medical/Special Needs

35. Students with special needs. *

Note: Please consult with the Learning Enhancement Coordinator regarding learning or care plans in place for students with special needs.

I confirm that I have checked the student profiles of all students in attendance at the Activity and have made appropriate care arrangements for students with special needs.

36. Student medical and emergency contact information. *

Note: if a student is injured or becomes ill during the activity, the student's parents must be notified as soon as is practicable.

I confirm that I have checked the medical profiles of all students in attendance at the Activity and have made appropriate care arrangements for students with medical conditions.

I confirm that I have access to all student medical and emergency contact information during the excursion/activity.

37. Name of staff member responsible for collection/sign out of:

1. Excursion First Aid Kit (from 'home' campus Reception)

2. Individual student medical kits, eg. anaphylaxis, asthma (from 'home' campus Reception) *

- Reception staff must be advised at least 3 days' in advance in order to have kits ready.

- Kits must be returned prior to commencement of the next school day.

- If a student is injured or becomes ill during the activity, a 'First Aid Treatment Form' must be completed and provided to Reception on return to school and an Incident logged on Complispace.

- Please advise the Business Manager immediately of serious injury/illness, eg. broken bone, hospital admission.


SAMPLE

38. Name/s of staff in attendance during the Activity who hold current First Aid Training Certification: *

At least one staff member holding full first aid training must be in attendance during the Activity.

SAMPLE

APPENDIX 3: Excursion Management Plan – Offsite OVERNIGHT Excursion / Activity PLANNING CHECKLIST



Offsite OVERNIGHT
Excursion / Activity / Camp
PLANNING CHECKLIST

Once completed, this CHECKLIST will be automatically forwarded to the Deputy Principal and the Compliance Manager for review.

< 7 Glenys Taylor >

03:10
Time to complete

Responsibility for the approval of all offsite activities ultimately resides with the College Principal. At St Mary's College, the following staff are involved in the approval process for all offsite activities:

- Deputy Principal
- Director of Staff
- Daily Organiser
- Compliance Manager

All offsite activities must be approved by the Learning Leader, including activity costs.

Child Safety refers to the College's obligations under Ministerial Order No. 870 and the Victorian Child Safe Standards.

Teachers must remain cognisant of the legal duty of care owed to students under their supervision by virtue of the special nature of the relationship between the school/principal/teacher and the student.

COVID Safety refers to the College's COVID Safe Plan, procedures and protocols, and the school's obligations in accordance with the Catholic Education Commission of Victoria (CECV) School Operations Guide, as updated from time to time, Department of Health and Human Services (DHHS) guidelines and advice from Melbourne Archdiocese Catholic Schools (MACS).

THIS FORM MUST BE SUBMITTED A MINIMUM OF 3 WEEKS PRIOR TO THE DATE OF THE PROPOSED ACTIVITY.

Overnight Activity / Camp Details - Overview

1. Today's date *

9/8/2021



2. Title of Activity / Camp (same as SIMON Activity) *

SAMPLE

3. Full name of Supervising Teacher - staff member in charge of the activity/camp (person completing this Checklist) *

SAMPLE

4. Mobile phone number of Supervising Teacher during the camp/activity: *

SAMPLE

5. Supervising Teacher DAILY check-in:

Please note that the Supervising Teacher must call or SMS the Deputy Principal (0413 650 554) to 'check-in' at the end of each day and on conclusion of the camp/activity. *

I confirm that arrangements are in place for DAILY and post-activity check-in to the Deputy Principal.

6. Date/s of the proposed Overnight Activity / Camp *

Please consult the Deputy Principal and Daily Organiser prior to completion of this Checklist to ensure there are no conflicts with other College events or activities.

SAMPLE

7. Proposed venue: *

Include:

- 1. Main address/es where Excursion or Activity will take place*
- 2. Venue name/s*
- 3. Full name of venue contact person/s and contact phone number/s*

SAMPLE

8. Has the teacher in charge obtained and evaluated the Emergency Management Plan for the venue/s and attached these to the Risk Assessment? *

Yes, I confirm that Emergency Management Plan/s for the venue/s has been attached to the risk assessment

9. Full names of other staff members likely to be participating: *

Please consult the Daily Organiser to ensure staff availability prior to submission of this Checklist.

SAMPLE

10. Date overnight camp/activity staffing approved by the Daily Organiser: *

9/8/2021 

11. Date overnight camp/activity staffing approved by the Director of Staff: *

9/8/2021 

12. Anticipated number and details of adult volunteers (if any):

Please provide the following details for each adult volunteer.

1. A valid WWCC
2. Signed Child Safety Code of Conduct (dated within last 12 months)
3. Date of attendance at a Child Safe Screening Interview with the Deputy Principal

SAMPLE

13. Anticipated total staff/student ratio: *

Excursions must have a minimum of two staff members.

Overnight camps/activities - minimum of 3 staff with a 1 to 10 staff-student ratio with a minimum of 1 female and 1 male staff member

Adventure activities - Specific ratios for each activity, see CECV guidance on Adventure Activities - for example, for water activities, the minimum staff required is 2.

The overnight camps/activities/excursions must:

- be under the direct control of a teacher employed by the College at all times, with at least two other responsible staff/excursion staff members present
- have enough teachers employed by the College to maintain appropriate control of the excursion and of each activity and to provide for the safety and wellbeing of participating students and staff
- have teachers comprising at least half of the excursion staff.

SAMPLE

14. Anticipated male/female staffing ratio: *

SAMPLE

15. Has provision been made for the constant supervision of all students attending the offsite activity, including any free time? *

Please provide details.

SAMPLE

16. Class/year/group attending activity: *

SAMPLE

17. Number of students: *

Please indicate number of FEMALE and number of MALE students in the total number of students.

SAMPLE

18. What is the proposed timeline for sending out information to parents and obtaining parent permission? *

Please note that parent consent forms must be sent to parents via SIMON 2 weeks' prior to the scheduled offsite activity.

SAMPLE

19. Provision of appropriate information to parents/guardians: *

I confirm that the parent permission form contains the following details:

- Activity program and its educational aims
- Venue
- Name of Supervising Teacher
- Mode of Transport
- Date/s and start/finish times
- Accommodation arrangements including arrangements for female / male students
- Specific activities to be undertaken during the activity
- Clothing and equipment requirements
- Arrangements for catering or to bring/purchase food
- Arrangements for students who seriously misbehave during the offsite activity to be sent home before the activity's conclusion and parents/guardians acknowledge in writing their acceptance of responsibility to pay any associated costs
- COVID Safety

20. Proposed dates for pre-excursion briefings: *

1. Staff
2. Students

SAMPLE

21. Proposed catering/food arrangements: *

In cases where food is provided by the College, include arrangements for accommodating special dietary requirements.

SAMPLE

22. Please confirm that this activity has been discussed with the Business Manager and/or Compliance Manager to ensure it is in accordance with the current College COVID Safe Plan and current COVID Restrictions and that COVID Safe measures are in place during transport and at the proposed venue. *

- I confirm that this activity is in accordance with the current College COVID Safe Plan and current COVID Restrictions and that appropriate COVID Safe measures are in place during transport and at the proposed venue.

23. It is a requirement of Melbourne Archdiocese Catholic Schools (MACS) that this overnight camp / activity is recorded on their 'SR School Camp Contact Form'.

Please indicate below the date this MACS SR School Camp Contact Form was completed and attach a copy of the completed form to the Overnight Camp / Activity Risk Assessment. *

<https://docs.google.com/forms/d/e/1FAIpQLSd1ox-7id-npXUZtjBTWcPDZqQOafHwX-rqIWYqeHP8e6WdHA/viewform>
(<https://docs.google.com/forms/d/e/1FAIpQLSd1ox-7id-npXUZtjBTWcPDZqQOafHwX-rqIWYqeHP8e6WdHA/viewform>)

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24. It is a requirement of the Catholic Education Commission of Victoria (CECV) that this camp/activity is recorded on their STUDENT ACTIVITY LOCATOR (SAL).

Please indicate the date this camp/activity was added to SAL and provide a screenshot of the entry as part of the Overnight Camp / Activity Risk Assessment. *

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Accommodation

25. Please detail the type of accommodation at all venues. *

For example cabins, dormitory, motel, tents.

SAMPLE

26. FEMALE / MALE STUDENT ACCOMMODATION AND BATHROOM ARRANGEMENTS:

Please detail the accommodation and bathroom arrangements for girls and boys at each venue/location, including supervision arrangements provided by female and male staff. *

SAMPLE

27. If the venue/s are residential campsites, are the venues accredited with the Australian Tourism

Accreditation Program (ATAP) or National Accommodation Recreation Tourism Accreditation (NARTA)? *

Please provide details.

SAMPLE

Educational Aims

28. Learning Area *

SAMPLE

29. Anticipated total cost, including transport: *

Approval of cost must be obtained from Learning Leader.

PLEASE NOTE: Camps/activities requiring parent payment must be discussed with the Business Manager prior to information being distributed to parents. Only students whose school fee payments are up to date (and/or have an approved parent payment agreement) will be permitted to attend camps/activities requiring additional payment.

SAMPLE

30. Date approval of activity and costs by Learning Leader / Pastoral Leader / Business Manager *

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31. Proposed purpose or educational aim of the activity: *

SAMPLE

32. List of activities that will be undertaken while offsite: *

SAMPLE

33. The program to be followed during the activity has been set within the range of the abilities of participants. *

I confirm that the planned activities are appropriate to the range of abilities of all participants.

Venue and Activity Risks

34. Overnight camp/activity Risk Assessment completion and submission confirmation. *

Please note that an up-to-date risk assessment is required for each Camp/Activity/Excursion and submitted to the Compliance Manager 3 weeks prior to the proposed activity, (ie. with this form). Camps/Activities/Excursions will not be approved without a risk assessment.

The Excursion/Offsite Activity Risk Assessment Form is available on SIMON.

- I confirm that I have completed and submitted an Overnight Camp/Excursion/Activity Risk Assessment to the Compliance Manager

35. A pre-offsite activity location visit should occur where possible.

What arrangements are in place for a pre-offsite activity location visit? *

If a pre-offsite activity visit has already taken place, please include the date the visit occurred.

SAMPLE

36. Have arrangements been put in place to ensure all staff and students attending the activity are questioned as to whether they have a fever or flu-like symptoms, such as cough, sore throat, fatigue, shortness of breath, or have they or anyone in their household been in close contact with someone who is a confirmed case of COVID-19, has been asked to isolate, or has returned from overseas in the last 14 days? *

(If yes, these person/s may not attend the activity and are to be sent home immediately to be tested for COVID-19 and self-isolate. The Principal must be notified immediately.)

- I confirm that arrangements are in place for pre-departure COVID-19 screening questionnaires to be completed.

37. Should the camp/activity be affected by extreme weather (including bushfires), a contingency plan must be in place that documents the arrangements to cancel, relocate, recall or otherwise change the offsite camp/activity.

Please confirm that these details have been included in the camp/activity risk assessment. *

- I confirm that the above contingency plan details have been outlined in the camp/activity risk assessment.

38. During bushfire season, the risk of bushfire in the camp/activity location must be considered as part of the activity planning and approval process.

Please confirm that emergency management / contingency planning for bushfire has been included in the camp/activity risk assessment. *

- I confirm that the risk of bushfire and bushfire emergency management/contingencies have been outlined in the camp/activity risk assessment.

39. Communications - please outline below communication methods to be used in the event of bushfire or other emergency if phone networks are compromised. *

For example, radio with back-up batteries, etc.

SAMPLE

Transport

40. Please briefly detail below the route to be taken to/from the camp/activity venue/s: *

SAMPLE

41. Outbound departure:

PLEASE LIST

1. Departure location
2. Departure time *

If students are to meet staff at the venue, please include details of meeting point.

Please ensure this information has been provided to parents on the Parent Permission Form.

SAMPLE

42. Student dismissal point and anticipated time of activity conclusion:

PLEASE LIST

1. Dismissal location
2. Dismissal time *

If students are to be dismissed from the venue, parents must be advised of this in the Parent Permission notice.

SAMPLE

43. What will be the main mode of transportation for this excursion/activity? *

- Walking
- Public Transport (ensure instructions for bring valid MYKI are included in Parent Permission notice)
- St Mary's College Bus driven by College Staff
- Charter Bus
- Other

44. Charter Bus - Transport Child Safety Checks

Please confirm the following and provide copies of documents with this form: *

- Driver WWCC - please provide copy
- Driver signed Child Safety Code of Conduct
- Driver's Licence (or equivalent documentation from Charter Bus company)

Child Safety

Consider people that may present a hazard in terms of child safety or possible additional risks due to environmental factors, e.g. obstructed line of sight at the venue and ensure these risks have been included in the Activity Risk Assessment.

45. Have all adult non-St Mary's College employees participating in the excursion/activity provided the Supervising Teacher with their valid WORKING WITH CHILDREN CHECK (WWCC) or VIT Registration? *

All copies of WWCCs or VITs must be submitted to the Compliance Manager at least 3 days prior to the date of the proposed activity.

- Yes
- Not applicable (ie. no non-College adults will be involved in the activity)

46. Have all adult non-St Mary's College employees participating in the excursion/activity provided the Supervising Teacher with a signed St Mary's College CHILD SAFETY CODE OF CONDUCT? *

Child Safety Code of Conduct must be signed each year. All copies of signed Codes of Conduct must be submitted to the Compliance Manager at least 3 work days prior to the date of the proposed activity.

- Yes
- Not applicable (ie. no non-College adults will be involved in the activity)

First Aid/Medical/Special Needs

47. Students with special needs. *

Note: Please consult with the Learning Enhancement Coordinator regarding learning or care plans in place for students with special needs.

- I confirm that I have checked the student profiles of all students in attendance at the Activity and have made appropriate care arrangements for students with special needs.
- If applicable, identity tags have been produced for students with special needs.

48. Student medical and emergency contact information. *

Note: if a student is injured or becomes ill during the activity, the student's parents must be notified as soon as is practicable.

- I confirm that I have checked the medical profiles of all students in attendance at the Activity and have made appropriate care arrangements for students with medical conditions.
- I confirm that I have access to all student medical and emergency contact information during the excursion/activity.

49. Name of staff member responsible for collection/sign out of:

1. Excursion First Aid Kit (from 'home' campus Reception)
2. Individual student medical kits, eg. anaphylaxis, asthma (from 'home' campus Reception) *

- Reception staff must be advised at least 3 days' in advance in order to have kits ready.

- Kits must be returned prior to commencement of the next school day.

- If a student is injured or becomes ill during the activity, a 'First Aid Treatment Form' must be completed and provided to Reception on return to school and an Incident logged on Complispace.

- Please advise the Business Manager immediately of serious injury/illness, eg. broken bone, hospital admission.


SAMPLE

50. Name/s of staff in attendance during the Activity who hold current First Aid Training Certification: *
At least one staff member holding full first aid training must be in attendance during the Activity.

SAMPLE



APPENDIX 4: Post Excursion / Activity / Camp Review



Offsite Excursion / Activity / Camp POST ACTIVITY REVIEW FORM

< 15 Glenys Taylor >

00:57
Time to complete

1. Title of Excursion/Activity/Camp (same as SIMON Activity) *

SAMPLE

2. Date Excursion / Activity / Camp took place *
(For Camps, please add start date)

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3. Full name of Supervising Teacher *

SAMPLE

4. What went well? *

SAMPLE

5. Were the activities undertaken suitable for the needs of all students, taking into account age, maturity, ability, gender and the dynamics of the student group? *

Yes

No

6. If 'No', in what ways should the activities be modified for similar excursions / activities / camps in the future to ensure suitability for all participants? *

SAMPLE

7. Were the student learning and development goals met? *

Yes

No

8. If 'No' what improvements could be made to similar activities in the future to better meet student learning and development goals? *

SAMPLE

9. Did any accidents or incidents occur? *

This includes injuries, child safety incidents, etc.

Yes

No

10. If an accident or incident occurred, what date was this reported via Complispace? *

Note: Child Safety incidents must be reported according to College child safety reporting procedures.

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11. Did the venue meet planning expectations? *

Yes

No

12. If 'No', what improvements or venue changes could be made for a similar excursion / activity / camp in the future? *

SAMPLE

13. Was this an 'overnight' camp / activity? *

Yes

No

14. If 'Yes', please describe the ways in which the accommodation did/did not meet planning expectations, particularly in relation to suitability for both female and male students? *

SAMPLE

15. Did the staff supervision arrangements meet planning expectations, including male/female ratios? *

Yes

No

16. If 'No', in what ways could staff supervision be improved for a similar excursion / activity / camp in the future? *

SAMPLE

17. Was the transportation used appropriate for the excursion / activity / camp? *

Yes

No

18. If 'No' what improvements to transportation methods or organisation could be made? *

SAMPLE

19. Please include below notes from post excursion / activity / camp staff debrief session.

SAMPLE

20. Please provide any additional information that may assist with future planning of excursions / activities / camps similar to this one.

SAMPLE



Camp / Excursion Risk Assessment

See below for examples of hazards, together with a Risk Rating reference matrix.

1. Background Information							
Learning Area:	HPE&OEd	Date of Assessment:	19/7/2021				
Overnight Activity/ Excursion Title:	2021 Year 9 Camps	Name of person conducting assessment:	David Joyce				
Name of Principal: Mr Terry Blizzard. Camp Coordinator: David Joyce Supervising staff members: David Joyce Locations: Mitchell River National Park Date(s) of excursion: <table border="1"> <tr><td>24- 27 August</td></tr> <tr><td>31 Aug- 3 Sep</td></tr> <tr><td>7- 10 Sept</td></tr> <tr><td>14- 17 Sept</td></tr> </table>		24- 27 August	31 Aug- 3 Sep	7- 10 Sept	14- 17 Sept	Group/class: Year 8 Home Room Groups Parents, caregivers, volunteers: Nil Contact Number: 0439433217 CPR Persons: David Joyce, Paul Mallamaci, Rosalie Calway, Shaun Clements, Daniela Sabolo, HRTs Advanced Wilderness First Aid: D. Joyce, P Mallamaci, R. Calway, Shaun Clements, Daniela Sabolo	
24- 27 August							
31 Aug- 3 Sep							
7- 10 Sept							
14- 17 Sept							
Excursion Information logged on the Student Activity Locator (SAL) Portal on the Catholic Education Victoria Network (CEVN) Website.							

David Joyce (E1006)

Student Activity Locator

	Eno	Status	Start Date	End Date	Number of Students	Number of Teachers	Venue Name	Mobile Number With Group	Suburb Town	Post Code	State Country	Activity Type	Emergency Transport	Venue Phone Number
☰	✗ E1006	Not Started	14/09/2021	17/09/2021	26	5	Mitchell River National Park	0439433217	Cobbannah	3862	VIC Australia	Camp	Y	0439433217
☰	✗ E1006	Not Started	07/09/2021	10/09/2021	26	5	Mitchell River National Park	0439433217	Cobbannah	3862	VIC Australia	Camp	Y	0439433217
☰	✗ E1006	Not Started	31/08/2021	03/09/2021	26	5	Mitchell River National Park	0439433217	Cobbannah	3862	VIC Australia	Camp	Y	0439433217
☰	✗ E1006	Not Started	24/08/2021	27/08/2021	26	5	Mitchell River National Park	0439433217	Cobbannah	3862	VIC Australia	Camp	Y	0439433217
☰	✗ E1006	Not Started	29/07/2021	01/08/2021	24	4	Mount Buller	0439433217	Mount Buller	3723	VIC Australia	Winter Sport	Y	0439433217

2. Risk Assessment					
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible	
1	Camping Risks and Hazards:	<p>A student or group of students use equipment or facilities in an unauthorised and/or unsafe manner.</p> <p>A student or group of students act in a way that causes danger to themselves or to others.</p>	<p>Safety is discussed in the initial briefing, including areas or items of equipment that are out of bounds, may only be accessed or used under direct supervision, or require adherence to specific procedures.</p> <p>This briefing will also refer to the Mitchell River and how it will be managed to avoid drownings or associated risks. Similarly, where the campsite is in a steep environment, clear expectations shall be provided as to where safe areas are located and what the boundaries will be.</p> <p>Students will be informed that all school rules apply to a school excursion. Staff will also consider whether additional rules are required and communicate them to the students.</p>	<p>Minor/Rare= Low</p>	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		Systems will be established to avoid students and staff getting lost at night.		
	General Camping Risks; Wet weather, tree fall, snakes	Students to receive a briefing before setting up camp and discussion of assorted risks to be aware of. Tents to be set up in an area that will drain and away from any trees. Students to receive a briefing about the risk of Snake bite both around camps and out on the river during the day and at rest stops- students to avoid long grass and high risk areas.	Moderate/ Rare = Low	D. Joyce & Casual Staff Instructors
	A student or group gets sick due to unsafe food or drink or poor hygiene practices. A student gets run down from not managing their overall wellbeing	A risk at all camps. St Marys O Ed Dept has systems in place for hand and dish washing but overly cautious management is still valuable. The five tips (taught on all camps) to have a healthy and happy week are discussed: <ul style="list-style-type: none"> o Eat well, there is always plenty of food. o Hydrate, hydrate, hydrate!!! o Sleep well. o Go to the toilet and wash hands thoroughly with soap and then sanitiser. o Wash and dry dishes thoroughly. 	Minor/ Possible= Medium	D. Joyce & Casual Staff Instructors
	A student or staff member fails to return from any activity away from campsite.	Staff will implement a buddy system where students must be with another student at all times. Staff to regularly head count and check students. Staff to have regular meeting and check ins with all group members; <ul style="list-style-type: none"> - Meals together - Pre activity meetings Socialising as a group- eg; all attend evening activity together.	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors
	A problem arises with another group using the campsite	Very unlikely. Parks Vic manages the Mitchell River NP with a cap of 80 people each week. Groups liaise with each other to avoid sharing campsites. Groups usually pass one another on	Insignificant/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		<p>the river and may see groups hiking along the Mitchell River Walking Trails but do not share camp sites.</p> <p>Students will be informed that all school rules apply to a school excursion. Staff will also consider whether additional rules are required and communicate them to the students.</p> <p>Students to receive a briefing about consideration of others- there may be other schools or members of the public around the vicinity. Students to be considerate of and respectful to others at all times.</p>		
	During an overnight camp, a tree branch or tree falls on a student or staff member causing injury or death.	<p>Staff have researched local vegetation to identify any tree species with specific risk factors. Campsites on the Mitchell River are remote and care will be taken to locate tents away from larger trees.</p> <p>Upon arrival at the campsite, staff will brief students about the danger of falling trees or branches and ensure that shelters are not pitched in potentially dangerous places. Dangers include, but are not limited to dead branches or trees, large and heavy overhanging branches; hanging dead wood (loose branches stuck in tree branches), trees that have two or more main trunks, diseased trees, damaged or split trees, fire-damaged trees, trees with cavities or cracks, trees with storm damage, and trees that have grown around and included loose bark.</p>	Moderate/ Rare= Low	D. Joyce & Casual Staff Instructors
	A student or staff member experiences hypothermia.	<p>FOR SPECIFIC MANAGEMENT WHILE RAFTING SEE BELOW UNDER 'ACTIVITY SPECIFIC RISKS'</p> <p>A possibility during cold weather in Spring and while engaging in a water activity. Nights and mornings can be cold. Greatest risk would be overnights. Students to receive a briefing in the risks and taught how to stay warm while sleeping with appropriate</p>		

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		<p>equipment. Staff to provide extra sleeping bags and clothes. Hot drinks made available.</p> <p>Staff will monitor prevailing weather and consider adjustments to the activity as appropriate.</p> <p>Students will be briefed on the need to drink water regularly when exercising and general strategies to stay hydrated.</p> <p>All group members will have and wear appropriate clothing and have the required equipment and knowledge to manage adverse conditions.</p> <p>When undertaking exercise, water consumption by students and staff will be monitored. Care will be taken to ensure that sufficient water is provided.</p>		
	A student or staff member experiences hyperthermia.	<p>Very unlikely during cold weather in Spring and while engaging in a water activity. Possible while undertaking side walks to the Den of Nargun or the Billy Goat Bend Lookout.</p> <p>Staff will monitor prevailing weather and consider adjustments to the activity as appropriate.</p> <p>Students will be briefed on the need to drink water regularly when exercising and general strategies to stay hydrated.</p> <p>All group members will have and wear appropriate clothing and have the required equipment and knowledge to manage adverse heat conditions.</p> <p>In hot and dry weather, the group will seek shade where possible.</p>	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		<p>When undertaking exercise, water consumption by students and staff will be monitored. Care will be taken to ensure that sufficient water is provided.</p> <p>Consideration will be given to exercising in the early morning and evening, to avoid heat and greater</p>		
	A student or staff member receives burns at the camp site.	<p>Students will cook on Trangia stoves with access to a group fry pan. Staff will always be on hand to oversee each of these cooking arrangements.</p> <p>If required students will be briefed on the safe siting and use of fuel stoves or other sources of heat, including cooking areas and cooking, disposal of matches, and extinguishing flames. On the first night students must receive a detailed briefing of stove use and stove safety that builds on year 7 camp and the year 9 camp cooking preparation class. Staff to observe and oversee cooking each evening. Stoves will be placed in a Trangia 'circle of fire' formations- a circle that students are not allowed to enter. Staff can supervise from within the circle and it avoids stoves being stepped over. Stoves can be placed on tables if available (Adams Track Campsite and Angusvale) to avoid the risk of tripping or knocking over.</p> <p>Fires to be lit by staff at all times and students to receive a briefing of appropriate behaviours around fires on the first night;</p> <ul style="list-style-type: none"> - Sitting at all times with seats arranged to build a wall around the fire - Nothing to be thrown in - Sticks stay in the fire - Common sense at all times or fires to be extinguished. 	Major/ Rare= Medium	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		Open flames, including cigarettes, matches or stoves, will not be permitted in or near tents.		
	Students and vehicles around camp- risk of student being struck	Staff to use utmost care and caution when moving vehicles around campsite. Vehicles to only be used when necessary. Vehicle and transport management point of staff manual to be followed. • Walk on roads only when absolutely necessary	Major/ Rare= Medium	D. Joyce & Casual Staff Instructors
2	Fire Danger Fire danger index, conditions and warnings	A group is caught in a bushfire and faces the danger of equipment damage and/or personal injury or death. <u>Mitchell River National Park</u> The Mitchell River NP is situated not far from the major rural centre of Bairnsdale. The bush of the area varies from open grassland to thicker treed forest and ancient remnant rainforest areas. Though it does seem to pose a high fire danger, groups will always have the option of refuge in the river and there are access points and access roads in many locations. Groups have the following vehicle access and bushfire muster points for evacuation: <ul style="list-style-type: none"> • Angusvale area- start of the trip. Bus and 4WD in place from the start of the trip and left until half way point. Large fire refuge area. • Fire break • Sandy Point • Billy Goat Bend Lookout • Adams Track 4WD access • Den of Nargun • Echo Bend Caravan Park- good vehicle access. Echo Bend staff provide our vehicle shuttle service to move our vehicles from the starting point to the 'take out' at the end. Can drop vehicles for us in other locations if needed. • Weir wall site- access on River left and right • Lamberts Flat area- large fire refuge and 4WD access 	Moderate/ possible= Medium	D. Joyce & Casual Staff Instructors

2. Risk Assessment					
Activity	Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
			<ul style="list-style-type: none"> Final Fling Rapid- vehicles dropped here near finishing point. Additional planning by the College Outdoor Education Department includes: <ul style="list-style-type: none"> Vehicles in situ with keys in place for swift departure- vehicles can be dropped at assorted locations. ABC radio, BOM and CFA websites monitored daily. Firm evacuation plan in place. We will leave the day or days before any fire risk. Knowledge of access points and options- many vehicular and walking tracks out of the river. Multiple roads in and out of the area. <p>Evacuations</p> <ul style="list-style-type: none"> Groups to operate independently in emergency- can move to a safe point or move to vehicles. If the main roads out of the MRNP are blocked the group should consider walking to the river for refuge. <p>Pre-activity planning includes consideration of the possible fire risk and potential for bushfire in the relevant location. Alternatives will be planned to allow for last-minute change in the event of severe fire danger.</p> <p>Students will be briefed on the safe siting and use of fuel stoves and alerted to the risks associated with open flames in a bush setting.</p> <p>The communication strategy will include mechanisms to ensure that the group is alerted to a potential Total Fire Ban or other communications from fire authorities.</p> <p>In addition, staff will consider prevailing local conditions and adjust the excursion accordingly. Adjustments could include further consultation with the school and/or land management</p>		

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		authorities to determine course of action, evacuation, changing location or cancellation of the activity.		
3	Conditions Weather, warnings and forecast	Wet and/or windy weather conditions. If possible, rafting in wet and windy conditions will be avoided	Insignificant/ Possible= Low	D. Joyce & Casual Staff Instructors
		Extreme Heat Staff to constantly monitor and encourage hydration during all conditions, and particularly during hot weather. Staff to provide sunscreen for students and encourage long sleeves to provide UV protection Staff to monitor wellbeing of students - rest, recovery, rehydration and appropriate dietary intake.	Minor/ Possible= Low	D. Joyce & Casual Staff Instructors
4	Environment/Venue/Location - Conditions and nature of the environment in which the activity is being undertaken, including emergency procedures and contingency plans. - Where possible the venue visit prior to commencement of activity.	Change to camp ground or trails. Recent rain has seen members of Victoria's paddling community travel to the MRNP. There have been no reports of changes to roads, campsites, rapids, etc.	Insignificant/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment					
Activity Risk Considerations		Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		Site safety issues: <ul style="list-style-type: none"> • Building safety • Insurance • OH&S 	Very Minimal Facilities- pit toilets that are maintained by DEWLP- in good order and checked weekly. Construction meets relevant building codes. Construction is undertaken by licensed, insured builders. DEWLP (State Government) has a commitment to managing OH&S issues.	Insignificant/ Rare= Low	D. Joyce & Casual Staff Instructors
5	Participants <ul style="list-style-type: none"> - Psychological and physical health and wellbeing of participants and staff - Students with special developmental, physical or health needs - Gender considerations - Student behaviour 	Student in emotional distress	Ensure at least one male and one female staff member is present throughout camp. Pastoral Care Teacher or other St Mary's College Staff present at camp when possible (familiarity for students) and timely introduction of other staff/outdoor education assistants. Foster inclusive, friendly environment for all students and encourage staff approachability. Informed consent from parents including updated medical information. Parent contact details available to all staff. Collect and summarise data and all available information on students prior to camp: <ul style="list-style-type: none"> • New student school transition report • Medical information • Learning Diversity summary – liaise and meet with Learning Diversity Leader • ID photo • Call, email or meet with parents of students of concern Students to receive an introduction to all staff at the beginning of the program. Staff to work closely with students early on the	Moderate/ Possible= Medium	D. Joyce

2. Risk Assessment					
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible	
		camp to begin to build relationships. Staff briefing to outline any students of concern or special considerations to be monitored.			
	Student not maintaining appropriate physical and emotional boundaries	<p>Ensure at least one male and one female staff member present throughout camp.</p> <p>Separate sleeping and bathroom areas for girls / boys supervised by staff</p> <p>Students briefed prior to and during camp on appropriate physical and emotional boundaries (see Student Code of Conduct in place for all students).</p> <p>Staff trained in student behaviour management (see Student Behaviour Management policy and Behaviour Management Pyramid)</p> <p>Staff trained in comprehensive College Child Protection Program including key risk indicators of abuse, including vulnerable students, and student to student sexual offending.</p>	Moderate/ Possible= Medium	D. Joyce	
	Special Needs Incident due to inadequate special needs considerations	<ul style="list-style-type: none"> Discussions and plans made before the event with Program Leader and Learning Enhancement Co-Ordinator or Student Councillor. Addition staff, including integration aides, taken on Camp to augment standard staffing. 	Moderate/ Unlikely= Low	D. Joyce	
6	First Aid/Medical - First Aid kits - Individual student medical packs (eg. anaphylaxis/asthma)	<p>Medical</p> <ul style="list-style-type: none"> Aggravation of existing medical condition or injury Access to First Aid & equipment 	<p>St Mary's Staff to monitor and supervise first aid</p> <ul style="list-style-type: none"> Information obtained identifying allergies, special needs & other health related issues. Ensure a group medical summary is available. Ensure that participants have medication. 	Moderate/ Possible= Medium	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
<ul style="list-style-type: none"> - Adequate number of first aid trained staff - COVID Safe PPE / Sanitiser / Disinfectant Wipes - Recording/notification of first aid treatment and incident reporting 	<ul style="list-style-type: none"> • Inappropriate medical attention • Gender-related health issues 	<ul style="list-style-type: none"> • First Aid kits are available at each site. • All Instructors hold current First Aid qualifications. • Balance of male and female staff present to support students of all genders. • First aid kits stocked with appropriate range of sanitary products. Bins or other disposal options available for disposal. Female staff to inform students of resources and support available 		
	<p>Medical and COVID Safety</p> <ul style="list-style-type: none"> • Suspected case of COVID-19 • Aggravation of existing medical condition or injury • Access to First Aid & equipment • Inappropriate medical attention 	<ul style="list-style-type: none"> • Ensure activity is planned and conducted as per the College's COVID Safe Plan and Protocols • Ensure all activities comply with current COVID Restrictions, e.g. wearing masks while indoors • St Mary's College Staff to monitor and supervise first aid • Have all staff and students attending the activity been questioned as to whether they have a fever or flu-like symptoms, such as cough, sore throat, fatigue, shortness of breath, or have the or anyone in their household been in close contact with someone who is a confirmed case of COVID-19 or returned from overseas in the last 14 days? • Information obtained identifying allergies, special needs & other health related issues. • Ensure a group medical summary is available. • Ensure that participants have medication. • First Aid kits and COVID Safe PPE (e.g. face masks), as well as hand sanitizer and disinfectant wipes, are available at each site. • All Instructors hold current First Aid qualifications. • College Critical Incident Management policy and procedures. <p>SEE ALSO COVID SAFETY PLAN FOR:</p> <ul style="list-style-type: none"> • St Marys COVID Safety plan for specific camp 	Major/ Possible= Medium	D. Joyce

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
7 Child Safety - Consider people that may present a hazard in terms of child safety or possible additional risks due to environmental factors, e.g. obstructed line of sight at the venue. - Child safety practical information specific to the offsite activity provided to staff and students.	Child Protection related incident	St Mary's teaching staff to be VIT registered and all others to hold registration or working with children checks. Both male and staff members will be on the program to supervise students. Procedure in place for management of allegation Staff to: <ul style="list-style-type: none"> • Read and sign St Mary's Safeguarding Children and Young People Code of Conduct • Complete Child Safety Briefing and Interview with S. Lancashire • Complete online Mandatory Reporting training • Have reference checks • Provide qualifications Additional care and vigilance a key element of 2021 programs as we welcome female students. Key areas to monitor: <ul style="list-style-type: none"> • Camp ground and tents- students must only enter their own tent and staff to supervise both free time a periods of transition between activities • Campsite arranged to separate male and female student's tents. <ul style="list-style-type: none"> ▪ Campsite arranged to separate male and female student's tents. ▪ Male and female students to camp separately- either side of staff and Kitchen and Dining area. ▪ Staff to place their tents to isolate male and female students, ▪ Students to adhere to strict rules and must not enter other student's tents. 	Moderate/ Unlikely= Medium	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		<ul style="list-style-type: none"> Bathrooms- supervision necessary and separation of genders Particular attention and staff vigilance at any public locations; Angusvale, Billy Goat Bend, Den of Nargun area - we would not expect many other visitors mid week but staff to supervise students at all times. Supervise student behaviour for gender stereotyping or inappropriate language, behaviour or actions. 		
	Privacy of Information •Unauthorised disclosure of info	Information obtained (medical and permission forms) is held by the event coordinator and used only when required. Shared with other St Mary's Staff via Simon. Casual staff to have access to hard copy summary during camps. Access & storage of information meets Privacy Act requirements. Info retained as required under the Freedom of Information Act.	Minor/ Rare= Low	D. Joyce
6	Equipment Condition of equipment to be used/access including safety and communication equipment	First aid equipment not maintained and restocked.	All kits restocked annually and checked before each program	Minor/ Rare= Low D. Joyce
For White Water Rafting related risks see below				
	Camping equipment not in functional condition: - Tarps	All equipment checked as it is prepared and packed. Ongoing maintenance performed on all equipment as required.	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment					
Activity Risk Considerations		Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		- Stoves			
7	Transportation <ul style="list-style-type: none"> - Walking - Public Transport - College bus driven by College Staff ('Work Related Driving Checklist' must be completed) - Charter Bus - Other (please specify and complete 'Work Related Driving Checklist' where appropriate) - Vehicle safety - Contingencies, eg. cancelled train, bus breakdown 	A transport accident occurs while travelling to or from the venue.	Budget Hire Bus used to transport students to and from the event. Vehicle is appropriately insured and maintained. Vehicle is regularly inspected by a licensed bus tester. Drivers will have the appropriate drivers licence and certificates for the planned journey. Drivers will perform a daily vehicle check in accordance with heavy vehicle driver fatigue laws (see transport), all drivers will take sufficient breaks from driving. Drivers will also be sufficiently rested prior to driving. Drivers will allow sufficient time for the planned journey and will adjust speed to suit the driving conditions.	Major/ Rare= Medium	D. Joyce
9	Supervision <ul style="list-style-type: none"> - Ensure provision has been made for appropriate supervision of students during entire activity. - Consider supervision risks including staff/student ratios, gender considerations, during travel to/from venue. 	Supervision not at appropriate ratios Supervision on busses and around camp	Pre trip planning considers adventure activity risks and appropriate staffing ratios. Ratios based off the Australian Adventure Activity Standards which dictate to those used by the Department of Education Staff to drive and maintain appropriate supervision with additional staff on busses including both male and female staff.	Minor/ Rare= Low	D. Joyce

2. Risk Assessment					
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible	
		Supervision around varied locations- on the river, waling trails, around camp.	Staff to maintain roving supervision at all times; <ul style="list-style-type: none"> - Students to adhere to boundaries to ensure staff are present. - Staff to move around camp area to supervise students - Staff to accompany students who want to walk and explore camp areas- to the river or surrounding area. - Staff to supervise walks with one at the front of the group, one at the back and one roving near the middle. 	Minor/ Rare= Low	D. Joyce
10	Catering/food Food safety, allergies, special dietary requirements, adequate hydration.	Allergic reaction	Prior planning and menu planning session with students to address the risk of allergies. No major allergens allowed on the camp- audit conducted as food is packed prior to departure.	Major/ Unlikely = Low	D. Joyce
11	COVID Safety List COVID risks and COVID Safe measures in place during transport and at the activity location.		See Separate Covid Safety Plan.		D. Joyce
12	Communications <ul style="list-style-type: none"> - Parents/guardians have been provided with details of the activity educational aims, venue, name of supervising teacher, mode of transport, specific activities to be undertaken while offsite, clothing/equipment requirements, departure and return date/s, time/s and locations. 		All details provided to parents prior to camp via 'PAM/ Simon' portal. Details provided to St Mary's Leaders via excursion process and emergency DATA sheet with contact information. Mobile Phone Coverage and networks are reliable in some areas. Satellite phones to be hired for emergency use while in the Mitchell River NP: Telstra digital coverage: <ul style="list-style-type: none"> - Angusvale- climbing the road out leads to coverage points - Billy Goat Bend lookout- minimal- SMS use - Adams Track- walk up hill to eventually find coverage 	Moderate/ Rare= Low	D. Joyce

2. Risk Assessment					
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible	
<ul style="list-style-type: none"> - Mobile phone details provided to the College - Check-in with Principal when activity concludes 		<ul style="list-style-type: none"> - Den of Nargun Campsite- from car park at top of hill - Thursday nights camp sites; 'Long and Skinny', 'Wier Wall', 'Beach View', Lambert's Flat all have access up hill from campsites. <p>Sat phone coverage has been reliable in all areas.</p> <p>All staff to carry personal mobile phones but encouraged to use St Mary's staff phones if necessary.</p> <p>Daily check in with Deputy Principal.</p>			
13	Parent Approval/Consent Ensure consent has been obtained from every student's parent/guardian in writing prior to departure from the College.	Consent not provided	Check all consent prior to departure and send out regular reminders. Students not permitted to attend without consent.	Minor/ Rare= Low	D. Joyce
14	Activity related risks Please list each activity and list risks/hazards and risk controls for each activity. 1. <u>White Water Rafting</u>	The river level significantly changes during the journey, altering the anticipated level of difficulty.	<p>Before the activity, guides will research the nature of the river catchment and how changes in weather, which have taken place before the activity commencing or which may occur during the activity, may affect water flow and river difficulty.</p> <p>Guides will identify the river cut-off levels and monitor changes in river levels during the activity (depending on the duration of the activity).</p> <p>Before the activity, staff and guides will develop alternatives and escape routes to accommodate varying water levels and evacuations.</p>	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
	A craft is wrapped around a rock or flips.	<p>Students and staff will be trained in the necessary skills to avoid obstacles and reduce the risk of a wrap or flip. Participants will be given a safety briefing which will describe techniques for responding to a wrap or flip.</p> <p>Guides will carry raft rescue equipment that is suitable for the river conditions and potential incidents. Guides will be trained in the safe use of rescue equipment.</p> <p>Guides trained in response, rescue and management of a flip.</p>	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors
	A participant falls out of a raft and washes into a strainer or a sieve, or a foot entrapment occurs.	<p>During the pre-activity planning, staff will consider students' skills and experience and ensure that the activity is suitable.</p> <p>Guides will ensure rafters are trained in secure positioning in crafts. Rafters will also be trained in appropriate skills in the event that they fall into the water or a raft flips over.</p> <p>Guides will continually scout downstream for strainers and adjust travel down the river accordingly. This may include changing the planned route in the rapid, scouting from the river bank, portaging the rapid or lining the empty craft.</p>	Major/ Unlikely= Low	D. Joyce & Casual Staff Instructors
	A group member is injured or falls into water while moving around on the edge of the river.	<p>The dangers of moving around on the edge of the river will be explained to all participants. This will include instructions to keep helmets and buoyancy vests on while near the river's edge.</p> <p>Guides will select the most appropriate pathways for people moving on the edge of the river.</p>	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		Guides and teachers will supervise people near the edge of the river in order to ensure appropriate behaviour and/or provide rescue assistance.		
	The group encounters a rapid with an unexpected level of difficulty	Guides must know the grade of the river prior to the commencement of the activity. This should match the skills of the staff and students. The effect on river grades of changes to river levels should also be considered. Unusual or difficult rapids should be scouted before the group paddles them. Only one craft is to be permitted to enter a rapid at a time. Other craft should not enter the rapid until a guide indicates it is safe to do so.	Minor/ Possible= Medium	D. Joyce & Casual Staff Instructors
	An event takes place on the river that requires outside access or egress	Pre-activity planning will identify the points at which the river can be accessed throughout the activity. If access and opportunities for shelter are too limited the activity location will be changed. Guides will ensure that the planned river journey is appropriate for the ages, experience, fitness and skills of the group.	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors
	Wet and/or windy weather conditions	Staff will anticipate adverse weather conditions by monitoring weather and by direct observation. Students to be educated on appropriate wet weather clothing to avoid exposure/hypothermia. If possible, rafting in wet and windy conditions will be avoided In cold weather, the group will endeavour to seek shelter where possible.	Minor/ Rare= Low	D. Joyce & Casual Staff Instructors

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		<p>Consideration will be given to moving quickly during the days and arrive at camps early to get off the water, change into dry clothing and stay warm.</p>		
	<p>A student gets into trouble or drowns while; falling from the raft, falling from the bank, jumping in to the river and swimming- Jump Rock location or other locations.</p>	<p>During pre-activity planning, staff will consider students' skills and experience and make sure that the walking route is suitable for the group.</p> <p>Students will have the option of recreational swimming as part of the trip, staff will hold relevant qualifications as defined in the <u>Recreational swimming</u> guidelines. Staff will oversee swimming, ensuring students are aware of the risks and dangers of swimming in a naturally formed river;</p> <ul style="list-style-type: none"> - No diving - No jumping - Use care and caution when moving along the bank <p>Use care when walking in the river or across rocks.</p> <p>Staff to be vigilant and establish very clear rules and boundaries. Students to learn to assess risk and interact with nature and adventure in controlled and safe ways.</p>	<p>Major/ Unlikely= Low</p>	<p>D. Joyce</p>
<p>2. Walking- short side walks from the river to lookouts or indigenous site.</p>	<p>Individuals are separated from the group and/or become lost</p>	<p>Pre-activity planning will develop protocols for student and staff responses when individuals are separated from the group and/or become lost.</p> <p>Students will be briefed on the need to stay in contact with the group. Protocols will be established for leaving the group.</p> <p>Students must be briefed in appropriate strategies should they become separated from the group. Students should stop where</p>	<p>Major/ Unlikely= Low</p>	<p>D. Joyce</p>

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
		<p>they are on the track- there will only be people behind or in front of them as there are very limited options to turn off the track and get lost.</p> <p>Staff will keep the group safely in contact with each other, especially when walkers have different paces, where the terrain is difficult, the visibility is poor or the route is uncertain.</p> <p>Staff will implement strategies to keep the group together which might include frequent rest stops, head counts, buddy systems, meeting at set time intervals or intersections, designated roles amongst the group or students carrying whistles. The strategies might also include having a staff member near the front of the group, in the middle and/or near the back of the group.</p>		
	<p>While walking, a student or staff member suffers a soft tissue or skeletal injury.</p>	<p>During pre-activity planning, staff will consider students' skills and experience and ensure that the route is suitable for the group.</p> <p>Clothing and equipment lists will be provided and will take into account the difficulty of the walk, the season, student abilities and the location of the walk.</p> <p>During pre-activity planning, staff will develop an emergency response strategy. This strategy will consider possible responses should a group member require outside or medical assistance. The group could retreat to a vehicle or split the contents of a student's pack and allow an injured student to walk to a vehicle.</p> <p>Staff will ensure students travel at a pace suitable for all group members. Throughout the activity, staff will monitor students and consider changing the route or walking style</p>	<p>Minor/ Rare= Low</p>	<p>D. Joyce</p>

2. Risk Assessment				
Activity Risk Considerations	Identify and list Risks/Hazards	List Risk Controls	Risk Rating	Who is responsible
	A student or staff member falls on steep or rocky terrain	<p>During pre-activity planning, staff will consider students' skills and experience and make sure that the walking route is suitable for the group.</p> <p>If steep and/or rocky terrain is expected, staff must prepare students for this type of environment. This preparation could include briefing students on the placement of feet and selection of path, safe spacing between group members, the dangers of dislodging objects and strategies to avoid dislodgement and appropriate responses in the event of rock or log dislodgement.</p> <p>When in this terrain, staff will position themselves to reduce student exposure to risk. There are 2 locations along the Avon River walk where staff will place themselves on the track to support and 'Spot' students as they move through rough terrain.</p>	Major/ Unlikely= Low	D. Joyce and Outdoor Casual Staff

1. **Consequence** - Evaluate the consequences of a risk occurring according to the ratings in the top row

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health requiring medical attention
Major	4	Injury/ill health requiring hospital admission
Severe	5	Fatality

2. **Likelihood** - Evaluate the likelihood of an incident occurring according to the ratings in the left hand column

Descriptor	Level	Definition
Rare	1	May occur somewhere, sometime ("once in a life time / once in a hundred years")
Unlikely	2	May occur somewhere within the Department over an extended period of time
Possible	3	May occur several times across the Department or a region over a period of time
Likely	4	May be anticipated multiple times over a period of time May occur once every few repetitions of the activity or event
Almost Certain	5	Prone to occur regularly It is anticipated for each repetition of the activity of event

3. **Risk Matrix** – Using the matrix calculate the level of risk by finding the intersection between the likelihood and the consequences

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

4. **Risk Level/Rating and Actions**

Descriptor	Definition
Extreme:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken immediately. Cease associated activity.
High:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken within 48 hours of notification.
Medium:	Notify Nominated employee, HSR / OHS Committee. Nominated employee, OHS Representative / OHS Committee is to follow up that corrective action is taken within 7 days.
Low	Notify Nominated employee, HSR / OHS Committee. Nominated employee, HSR / OHS Committee is to follow up that corrective action is taken within a reasonable time.

Examples of risks to consider:

Biological		
<input type="checkbox"/> Blood / Bodily Fluids	<input type="checkbox"/> Allergies / Anaphylaxis	<input type="checkbox"/> Food Handling
<input type="checkbox"/> Infectious Disease (e.g. COVID-19, Tetanus, Hepatitis A, B or C)		
Chemicals		
<input type="checkbox"/> Hazardous Substance	<input type="checkbox"/> Dangerous Good	<input type="checkbox"/> Not hazardous or dangerous
Energy Systems		
<input type="checkbox"/> Electrical (mains, solar)	<input type="checkbox"/> LPG (Gas bottle or tank)	<input type="checkbox"/> Pressurised Containers
Environment		
<input type="checkbox"/> Sun Exposure	<input type="checkbox"/> Water (river, beach, lake)	<input type="checkbox"/> Noise / Vibration
<input type="checkbox"/> Animals / Insects	<input type="checkbox"/> Plants (poisonous, sharp)	<input type="checkbox"/> Storms / Weather
<input type="checkbox"/> Dust / Fumes	<input type="checkbox"/> Temp. (indoor / outdoor)	<input type="checkbox"/> Lighting (poor, excessive)
Transportation / Roads		
<input type="checkbox"/> Traffic hazards	<input type="checkbox"/> Public transport	<input type="checkbox"/> Delays
<input type="checkbox"/> Vehicle safety	<input type="checkbox"/> Driver safety	
Facilities / Built Environment		
<input type="checkbox"/> Buildings (inc. Asbestos)	<input type="checkbox"/> Playground Equipment	<input type="checkbox"/> Sporting Areas / Ovals
<input type="checkbox"/> Furniture	<input type="checkbox"/> Working at Heights	<input type="checkbox"/> Swimming Pool
<input type="checkbox"/> Confined Spaces	<input type="checkbox"/> Restricted Access	<input type="checkbox"/> Slips, Trips, Falls
Machinery, Plant and Equipment		
<input type="checkbox"/> Fixed Plant	<input type="checkbox"/> Mobile Plant	<input type="checkbox"/> Lab / Workshop Equipment
<input type="checkbox"/> Hand Tools	<input type="checkbox"/> Traffic Management / Vehicles (inc. trailers, push-bikes)	
Manual Handling Tasks / Ergonomics		
<input type="checkbox"/> Manual tasks (repetitive, awkward)	<input type="checkbox"/> Workstation / Workspace set-up (office, workshop, lab)	
People / Child Safety		
<input type="checkbox"/> Staff	<input type="checkbox"/> Students	<input type="checkbox"/> Volunteers / Visitors / Public
<input type="checkbox"/> Contractors	<input type="checkbox"/> Working Alone / In Isolation	<input type="checkbox"/> Psychological / Stress
<input type="checkbox"/> Work-Related Fatigue	<input type="checkbox"/> Aggressive / Violent Behaviour	

Principal or delegate to please complete form and submit at least 4 weeks before activity begins.

Email address *

djoyce@stmaryscollege.vic.edu.au

SOUTHERN REGION



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

E No., Location, School Name *

E1006 St Kilda East St Mary's College

Activity dates: *

Camp One: 4th – 7th May 2021, Camp Two: 11th – 14th May 2021 and Camp Three: 18th -21st May 2021

Accommodation name and location address: *

Blores Hill Caravan and Camping Park- 474 Weir Rd Heyfield Vic

LEADERSHIP CONTACT DETAILS

The following contact details are important for Emergency Management requirements. Thank you.

Leadership School Contact: name, email, mobile number (If Principal is attending activity)

Shaun Lancashire. slancashire@stmaryscollege.vic.edu.au 0413 650 554

Year level/s involved: *

Year 8

Have you completed the following: *

Visited CEVN for guidance from Catholic Schools Operational Guide and Offsite Activity resources

Student Activity Locator (SAL) on CEVN

Risk Management Plan - including COVIDSafe Practices

Obtained permission from parents/guardians

Date completed & submitted *

MM
04
/
DD
20
/
YYYY
2021

Southern Region Leadership & Admin Teams say



Appendices:

Camping

Overnight camping refers to the outdoor adventure activity of camping in a temporary or residential campsite, usually in a bush or remote setting. A range of other outdoor adventure activities are usually included in the excursion.

Temporary accommodation includes bush huts, tents, tarpaulin shelters, bush shelters, snow structures and arrangements with no shelter. If overnight camping takes place in snow shelters, please see the guidelines for [Cross Country Skiing](#). If overnight camping takes place as part of a bush walk, please see the guidelines for [Bushwalking](#).

Residential campsites are campsites which usually have permanent facilities (such as cooking and eating facilities, beds and an amenities block) and adventure recreation options. This definition does not include caravan parks, hotels/motels or ski lodges or Victorian government residential schools. Schools using residential campsites for overnight camping must use accredited sites. Further advice on residential campsites and recognised accreditation providers, may be found in the Victorian Government Schools Reference Guide.

If a school organises an excursion involving overnight camping as an outdoor adventure activity, organising staff must refer to these guidelines. However, these guidelines do not apply to study camps held at residential campsites. Department of Education and Early Childhood Development guidelines are also available on this website, for other adventure activities. These guidelines must be followed when planning and conducting those adventure activities.

4.4.2.2.4 Selection of venue

The selection of the venue chosen for a camp or excursion activity must be based on sound risk management principles. Camp or excursion venues should be assessed for their inherent safety and suitability as well as for the risks associated with the activities that may occur during the camp or excursion.

When choosing a camp or excursion venue, consideration should be given to the following factors:

- health, hygiene and safety
- buildings and facilities
- activity equipment and the conduct of activities
- certification and qualifications of staff
- participant supervision
- emergency and risk management plans
- fire precautions
- first aid facilities
- quality assurance and consumer protection

- references from other schools.

Overnight school camps or excursions

Venues used for overnight accommodation may include:

- residential campsites
- overnight campsites and accommodation
- campsites that are also schools (for example: Rubicon Outdoor Centre or Bogong Outdoor Education Centre)
- interstate camps or excursions
- overseas venues

Residential campsites

Schools using residential campsites in Victoria as a venue for their camp or excursion are required to use only accredited campsites. Residential camping is defined as occurring at sites that have permanent facilities such as dormitory accommodation, kitchen, showers, toilets and recreation options.

The Department of Education and Early Childhood Development recognises residential campsites accredited by two providers:

- the Australian Camps Association's Campsite and Outdoor Activity Provider program. A full listing of all sites accredited under this program can be found on the Australian Camps Association website: [ACA Accredited Camps](#)
- the National Accommodation, Recreation and Tourism Accreditation (NARTA) program. A full listing of all sites accredited under this program can be found on the NARTA website: [NARTA Accredited Camps](#)

In conjunction with using accredited venues, it is recommended that the teacher-in-charge or a nominee of the school council inspects any site or facility being used for the first time to ensure the camp is suitable for the school's needs. The teacher-in-charge should consult with the camp manager in order to prepare their risk management documentation.

Regardless of whether or not the site has had prior inspection it is essential that the teacher-in-charge checks the camp on arrival to assess apparent dangers and hazards and to prepare contingency plans accordingly.

Overnight campsites and accommodation

Where schools use other venues such as caravan parks, motels/hotels or ski lodges, they may wish to refer to the ACA or NARTA programs' accreditation criteria when undertaking their risk management assessment prior to confirming a booking.

Over the years the CBC Outdoor Education Program has accessed a range of sites that are not registered with either the 'Australian Camps Association' or NARTA. These have included: caravan parks in assorted locations, generally in coastal areas where they are more common than

campsites, and scout camps in many locations which are used for their location, bush environments (unlike overbuilt camps) and cost effectiveness. Though unregistered these camps generally comply with the above standards or specific council registration and requirements. All sites are inspected by the HoOE and assessed for suitability in regards to:

- health, hygiene and safety
- buildings and facilities
- activity equipment and the conduct of activities
- certification and qualifications of staff
- participant supervision
- emergency and risk management plans
- fire precautions (including evacuation and shelter)
- first aid facilities
- quality assurance and consumer protection
- references from other schools.

Overnight Camping - Environment

The environments chosen for overnight camping are often relatively undisturbed and require sensitive use and management. These environments offer opportunities for personal challenge and reflection as well as for studying unique flora and fauna, however they are very susceptible to long-lasting damage from human activity. Staff should consider ways to minimise the environmental impact of the activity, when preparing for overnight camping.

Student skills

1. Core skills and knowledge for overnight camping include the following:

- group hygiene — water collection, safe food preparation, dining and cleaning
- personal hygiene
- cooperation and teamwork during camp activities
- individual responsibility for personal and group safety
- technical camping skills, including cooking and safe shelter construction
- awareness of wildlife and potential for bites or stings
- ability to react immediately and responsibly to emergencies.

2. The psychological preparation of students is as important as the physical preparation, especially for students who are anxious about the activity. Under no circumstances should students be pressured by staff or peers to participate beyond their readiness.

Equipment and clothing

3. Equipment, whether hired, borrowed or owned by the school or students, must be in a safe condition and suitable for the activity.

Clothing

4. Clothing is the individual's primary protection against severe and variable weather conditions.

5. Clothing lists need to be appropriate for the range of activities in the excursion, the environment and the season. The HoOE or organising VCE teacher must ensure that sufficient and detailed clothing and equipment lists are distributed prior to all programs.

6. This includes catering for sudden changes in weather and should include appropriate sun protection and personal safety items for the activities planned (e.g. strong footwear, waterproof overpants, a woollen or sun hat).

7. When deciding which clothing should be worn for the activity, staff and students will consider the:

- appropriateness of clothing materials
- principles of layering
- need for a wind and waterproof outer shell.

8. To protect against [sunburn](#) use broad-spectrum, water-resistant SPF 30+ sunscreen on all exposed parts of the body, applied according to the manufacturer's recommendations. Students who own sunglasses should be encouraged to bring and wear them when required. In addition, the use of sun hats should be maximised.

9. The College Outdoor Education Department has a range of clothing spares to augment students personal clothes. Fleece pants and jackets, thermal layers, wool socks and a supply of hats, beanies and gloves is available and should be used. Student's personal gear should always be checked before programs enter hostile environments and effort should be made to ensure that the student is well equipped. In addition to clothing, the department has a set of sleeping bags available that are suitable in colder conditions.

Identification

10. Staff and students must be easily identifiable. Staff must determine the most suitable identification system based on an assessment of the environment, students' skills, the type of activities to be undertaken, and the age and number of students.

11.

12. Identification can be difficult, particularly with many groups on the snow/river/trail. Fortunately the College equipment provides an excellent system of identification. The HoEO must inform all staff, both experienced and incoming, of group numbers and group identification strategies, for example; a CBC group on the snow is very recognisable when they are all in the mushroom coloured gore-tex jackets.

13.

Equipment

14. Students must have equipment that is in good repair and matches the level of experience, remoteness, altitude, local environmental conditions and season.

15.

16. The HoOE must ensure that equipment is in satisfactory order for the program and environment to be encountered. We are fortunate to be well resourced but must still ensure that students are properly prepared for conditions.

17.

Overnight Camping - People

Staff

Staff members are those adults who provide the supervisory, instructional and educational elements of the activity. All staff members must be approved by the HoOE. All staff members must hold a current Working with Children Check.

A teacher registered with the Victorian Institute of Teaching and employed by the College must be present and have overall responsibility for the activity.

Where not directly responsible for the instruction of the activity or assisting the instructor, the teacher responsible for the activity must understand the activity and the environment in which it will be conducted. This teacher must confer with the designated instructor about the supervisory role and establish areas of responsibility. If this teacher is not the designated instructor, he/she is to act on the advice of the designated instructor on technical safety issues.

Any staff member with a known medical condition that might compromise the group's risk management plan should make accompanying staff aware of this condition. Issues of confidentiality and privacy will arise in any such disclosure.

Experience and qualifications

Staff involved in the planning and conduct of the activity should have sufficient knowledge and experience of the activity and its environment to operate in all foreseeable conditions.

There is no nationally recognised qualification for conducting overnight camps.

[Documentation of Staff Qualifications and Experience \(Word - 151Kb\)](#) must be used by the designated instructor to document staff qualifications/experience in lieu of qualifications.

The designated instructor should have the following skills and experience:

- regular and recent experience in managing students in a comparable camping environment
- experience in planning a camp that is appropriate for student groups
- experience in the selection of campsites
- skills in interpreting and responding to weather conditions.

Where outdoor adventure activities are to be combined with an overnight camping experience, staff must also refer to the relevant activity safety guideline(s).

At least one other accompanying staff member should have sufficient camping experience. That person must:

- be able to assume a supervisory role during the activity
- be competent in emergency response procedures
- have conferred with the instructor to establish the emergency response and supervision responsibilities.

[Documentation of Staff Qualifications and Experience \(Word - 151Kb\)](#) can be used to document staff qualifications/experience of accompanying staff member(s).

Where an external contractor is chosen to run all or part of this activity, the guidelines for the use of [External providers](#) should be followed.

The HoOE will oversee the employment of all casual staff. Staff are selected from a range of backgrounds and with varying qualifications. A base level would be completion of a certificate four or diploma in outdoor recreation. University graduates with majors or sub majors in outdoor education are also employed. It is also understood that outdoor instructors and guides have a range of backgrounds and training. All staff will be considered for suitability in any role based on their industry experience and background. Ultimately staff will be employed with a view to providing maximum educational outcomes and safety.

Supervision

Effective supervision is a critical factor in managing risk in the outdoors. A minimum of two staff members must be present for each activity. One staff member is to have responsibility for instruction in the activity and the other is to assist the instructor.

The following table shows the minimum staff-to-student ratios for overnight camping. These must be applied when establishing the instructional and supervision strategy for the camp.

Activity	Staff required	Student numbers
Overnight Camping	2	1-20

	3	21-30
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Different ratios may be required if the excursion includes other outdoor adventure activities. Please refer to the relevant ratios for each activity later in the manual. When camps are conducted in more remote areas or with groups with special needs, consideration must be given to more intensive staffing ratios. If overnight camping takes place as part of a bushwalk, please refer to ratios provided in the [Bushwalking](#) guidelines.

Decisions about staff numbers and suitability for the activity should be based on the:

- age, maturity and gender of students
- ability and experience of students
- needs of individuals
- dynamics of the student group
- experience, qualifications and skills of staff
- location of the activity
- anticipated conditions at the location.

The teacher in charge (the HoOE or VCE OES teacher) is responsible for the supervision strategy, which must be endorsed by the school principal. Staff members should supervise students according to this strategy.

If a decision is made to vary the recommended allocation of supervising staff, reasons for the variation must be documented. The minimum requirements for this activity are provided above.

The CBC Outdoor Education Department prides itself on delivering both exceptional safety standards and very high educational outcomes. An element of ensuring this is a high staff and student ration. On year 7 and 8 base camp programs we have 5 or 6 staff for up to 30 students. The rationale behind this is that class groups are split in half for activities and specific activities require higher ratios. While in camp this also allows better supervision, teaching and participation for all.

Overnight Camping - Definitions

18. Overnight camping — A group spends one or more nights out in huts, tents, tarpaulin shelters, bush shelters, snow structures, or with no shelter. If camping takes place in snow shelters, please see [Skiing](#).

19. Residential camping — Takes place in campsites which usually have permanent facilities (such as cooking and eating facilities, beds, and an amenities block) and adventure recreation options. This definition does not include caravan parks, hotels/motels or ski lodges. Schools must use accredited residential campsites for overnight camping. Further advice on accreditation and residential campsites may be found in the Victorian Government Schools Reference Guide, [section 4.4](#)

20.

21. CBC uses many varied camping locations including; caravan parks, scout camps and ski lodges. See response above for clarification of this clause.

Overnight Camping - Common Risks

The main foundation point for all campsite specific safety is a briefing on arrival. This briefing covers all elements of the venue and sets out ground rules for the week. The briefings are one of the first things to happen on year 7 and 8 camps and are part of programs for older students but are less formal. Specific instructions are given on:

- Three basic rules for the week
 - o No student is to exit boundaries that are specified.
 - o No student is to do anything to endanger themselves or another student.
 - o Contraband items are to be handed in or will be confiscated- this includes anything that could start a fire (matches or lighters), injure someone (weapons) or segregate someone (electronic items).
- In addition to these rules it is highlighted that all school rules apply and a culture of care and co-operation is vital and valuable.
- Boundaries are described and viewed.
- Camp sites are viewed and tent safety discussed.
- Cabins are viewed and safety is discussed (doors unlocked for fire safety)
- Indoor and outdoor spaces are explained- limited people are to be indoors to ensure kitchen safety.
- Washing up is discussed- 5 tubs from pre wash, through wash and to a double rinse are explained for hygiene.
- Toilets, washing and personal hygiene are discussed.
- The five tips to have a healthy and happy week are discussed:
 - o Eat well, there is always plenty of food.
 - o Hydrate, hydrate, hydrate!!!
 - o Sleep well.
 - o Go to the toilet and wash hands thoroughly with soap and then sanitiser.
 - o Wash and dry dishes thoroughly.

RISK MANAGEMENT - Rafting

Some sections of text have been amended and changed to include all paddling or boating activities. Paddling activities play a major role in CBC's Outdoor and Environmental Education programs. Often students require only basic skills, paddling activities provide access to a range of environments both local and further afield, and paddling journeys lead to many educational outcomes. CBC staff, along with additional casual instructors, have always taken responsibility for running all paddling programs. Elements of these include; staffing, equipment, the venue, structure and running of the program. Risk management and safety are handled by all involved and outlines of best practice and safety are provided here.

Rafting activities usually involve the movement of participants down a river on inflatable crafts of various sizes, including inflatable canoes. Many rafts have the capacity and buoyancy to carry equipment on extended journeys. Typically, rafting activities involve travelling on rivers where the gradient fall is sufficient to create whitewater, and may involve travelling through gorges.

Definitions

Open waters include:

- Coastal offshore - all waters greater than two nautical miles from the coast. Heading offshore is a serious undertaking and operators must ensure they are properly prepared. Additional safety equipment ensures that operators have a means of raising the alarm in the event of an emergency. This equipment will provide an increased level of safety for all vessels heading offshore.
- Coastal inshore - all waters along the Victorian coast within two nautical miles.

Inland waters include:

- Enclosed waters - bays, inlets, estuaries and waterways that open to the sea.
- Inland waters - rivers, lakes and waterways that do not open to the sea.

Locations are as described by [Marine Safety Victoria](#)

22.

23. D-rings — Metal rings attached to a raft to provide an attachment point for equipment.

24.

25. Dry bag — A purpose-built waterproof bag to keep clothing and equipment dry.

26.

27. Flip line — A length of climbing webbing, used to assist with flipping rafts, and normally attached to a karabiner. All guides must carry a flip line. It can also be used to assist in other rescue situations.

28.

29. Foot entrapment — A foot jammed under a submerged object. This may occur in moving water when a person washing downstream attempts to stand. The force of the water may force the swimmer's body downstream, lodging them midstream.
- 30.
31. Grab lines — A line secured to D-rings around the perimeter of a raft to allow a firm grasp of the raft.
- 32.
33. Guide — Staff member responsible for delivering the technical aspects of rafting.
- 34.
35. Karabiners — A specialised clip typically used for joining ropes and harnesses during rope activities.
- 36.
37. Lining — The process of floating a raft through a rapid without passengers, and secured with ropes.
- 38.
39. Mechanical advantage — Techniques used to dislodge rafts or other objects lodged on midstream blockages (e.g. rocks or logs). These techniques require specialist use of rescue hardware and may include rescue ropes, karabiners, pulleys and prussik loops.
- 40.
41. Rescue boat — A kayak or other craft used to offer a mobile platform to assist in the rescue of other craft or equipment.
- 42.
43. Self guiding — Where a raft is manoeuvred by a student or adult (rather than a qualified or experienced rafter).
- 44.
45. Sieves — A random arrangement of midstream objects, usually rocks, that allow the flow of water but hamper the movement of solid objects.
- 46.
47. Strainers — Usually created by trees that hang over or are in flowing water and block the movement of solid objects, people or craft, but allow the flow of water.
- 48.
49. Throw bags — A length of buoyant rescue rope contained in a bag. Throw bags are designed to be small enough to throw out to people requiring assistance while the guide/rescuer holds the other end of the rope.
- 50.
51. Trip leader — The guide with overall responsibility for the technical aspects of river travel.
- 52.
53. Wrap — A craft or other object is held mid-stream by the force of the current against an obstacle such as a rock or log.

International river classification system

Grade 1: Moving water with few or no obstacles. Passages are wide open and easily seen from the river.

Grade 2: Rapids with small obstacles and regular features. Passages are open and obvious without scouting, but may require manoeuvring.

Grade 3: Rapids with regular features that require manoeuvring to negotiate. Passages can be narrow and features such as holes and irregular waves must be run to negotiate the rapid. Risk of injury.

Grade 4: Rapids with highly irregular features. Complicated passages that often include vertical drops and may require scouting to find safe passages. Linked manoeuvres are required in convoluted passages. Risk of injury and possible risk to your life.

Grade 5: Rapids with violent and irregular features. Extremely congested passages that almost always require scouting to determine safe routes. Most Grade 5 rapids include vertical drops and require running large-scale features in a complex series of manoeuvres. Definite risk of serious injury and possible risk to your life.

Grade 6: The difficulties of Grade 5 taken to the extreme. Rapids with extremely violent and unpredictable features where experts require considerable advance scouting and planning to determine possible passages. All Grade 6 rapids require the paddler/s to negotiate vertical drops and very large features. Always a risk to your life. Generally only possible at certain water levels.

Water Environment

54. Water environments are often an unfamiliar setting for student learning experiences. Canoeing/kayaking activities may be affected by environmental conditions such as size and turbidity of the body of water, the strength of tides and currents, the presence and power of waves, and the temperature of the water.

55.

56. A wide range of environmental factors need to be considered when planning rafting activities. Rafting on rivers or lakes will be affected by the catchment size and character, the presence of obstacles such as vegetation, the gradient of the water flow, rubbish and flood debris, the volume of water, the variation of rock types, and river constrictions.

57.

58. Water and air temperatures, wind, precipitation, hot sun, turbidity, flooding and low water will also affect the planned paddling activity.

When preparing for any paddling activity, staff should consider ways to minimise the environmental impact of the activity. Further information is available at [Environment](#). CBC programs will always adhere to minimal impact ideas and procedures and all camping is minimal impact.

Location

CBC has used a very vast array of locations for assorted paddling programs over many years. These include: the Mitchell, Snowy, Thomson and Yarra Rivers for rafting. Port Phillip Bay, the Yarra River, Big River and the Goulbourn River for kayaking and canoeing programs. Sea kayaking has featured over the years on the Yarra, in Port Phillip Bay, on the NSW south coast and in the Whitsundays.

The locations for camps, river journeys and day trips have all been used previously and are familiar to staff. They are selected according to the DEECD criteria of:

- the potential to support your educational objectives
- the level of access to the resources, services and facilities that you need or would like to use. These might include campsites, water, walking trails, toilets, shelter from extreme weather, or interpretive information
- the level of access to communications and external assistance, in the event of an emergency, or extreme weather conditions. The more effectively remote your location is, then the more self-contained and self-reliant your group must be
- the potential exposure to environmental hazards and difficulties
- the activity ability and fitness of students.

Contact with relevant authorities is always made to access up-to-date management information and to determine any access and permit requirements.

In the past these have included:

- [Emergency services](#)
- [Parks Victoria](#) (or other land managers) Bookings must be made to use the Mitchell River National Park.

Paddling Journeys.

Rafting Journeys

59. When planning a rafting activity, staff must consider the consequences of unpredicted delays (e.g. due to capsizes or craft repairs), time for rest periods, and how changes in river levels will affect rapid grades.

60.

61. Staff must be familiar with the changeable nature of the river, hazards such as snags and fallen trees, the grading of each rapid (including potential changes in grades with varying water levels), portages and their distances, and the approximate time that will be required for the activity.

62.

63. All overnight rafting excursions, where the rafting is the key means of transport, must have a full trip plan, including contingency plans and strategies for dealing with delays. This plan must be left with the school contact person and clear information must be given to local authorities, including the name and contact details of the school contact person. Some local authorities may require indemnity forms and permits.

64.

65. All overnight rafting excursions, where the rafting is the key means of transport, must carry appropriate safety and rescue equipment. First aid kits appropriate to the location and extra clothing must be carried.

66.

67. Staff should make sure that all essential dry equipment is evenly distributed among the craft and carefully stored in robust and waterproofed packs, containers or dry bags. Drums that have been used to store chemicals should not be used. All craft contents should be secured within the craft to ensure they will not impede the handling of the craft or become a hazard during the activity.

Equipment

Personal flotation devices

Students must wear an approved PFD for all boating activities. We have a range of different jackets suited to different craft and conditions, these include smaller jackets suited to kayaking and canoeing and larger high float PFDs for rafting and high volume water.

68. In all waters, staff and students must wear a securely fitted personal flotation device that meets Australian Standard AS 2259 – Type 2 Personal Flotation Device. (Note that this Standard has recently been superseded, however, at the time of publication of these guidelines, personal flotation devices that comply with the new Standard are not yet commercially available. The [National Marine Safety Committee](#) will coordinate the phasing out of personal flotation devices made to the superseded Standard.)

Helmets

Helmets must be worn at all times on any moving water. Helmets may also be provided to students participating in a canoeing activity at the discretion of the instructor after consideration of students' canoeing experience and skill level. Helmets should be worn for surf launches and landings while sea kayaking.

Helmets specifically designed for water activities must comply with the following safety characteristics of lightweight protective helmets:

- holes to allow for water drainage
- adjustable chin strap
- hard outer shell
- firm fit, either by use of an adjustable harness securely attached to the helmet or a fixed helmet in a range of sizes
- either foam padded or constructed with a suspension harness
- capacity to float.

69. Helmets must also meet European standard EN 1385, Helmets for Canoeing and Whitewater Sports.

Paddles

Paddles should be in good working order, be buoyant, appropriate to the activity and the correct length for the paddler. Spare paddles must be carried on all river trips.

We have a range of paddles suited to various craft. Staff should ensure that paddles are suitable for the boat and student. Check the length of the paddle- long raft guide paddles are not suitable for inflatable kayaks and sea kayak paddles are too long for small students in white water kayaks. Paddles should be checked for wear and tear- parts can break off and expose sharp edges.

Clothing

70. Clothing is the individual's primary protection against severe and variable weather conditions. Clothing lists need to be appropriate for the activity, environment and season. Participants must dress in a manner that will not hinder flotation or their ability to maintain a comfortable temperature. For example, heavy boots or bulky clothing would impede a swimmer's ability to float or swim. It is recommended that rafters do not wear clothing over the top of buoyancy vests.

71.

72. Participants must wear well secured footwear that will be suitable for rafting, swimming and hiking (in the event of a portage or walk out).

73.

74. Eyewear should be secured in some way and loose jewellery must not be worn. Participants should not wear rings unless they are taped. Items of jewellery or rings which students remove should be placed in a secure location so they do not get lost.

75.

76. Spare clothing, warm gear and shelter are recommended and should be carried depending upon season, activity length or remoteness and level of difficulty. Any spare clothing held on a raft must be contained in waterproof storage and safely secured.

77. To protect against [sunburn](#) participants should wear a hat and use broad-spectrum, water-resistant SPF 30+ sunscreen on all exposed parts of the body, applied according to the manufacturer's recommendations. Hats must not interfere with helmet effectiveness or pose a risk to the wearer.

Rescue equipment

78. Rescue equipment must be in good condition, readily accessible, and suitable for the location or activity and the water conditions category. Staff must be proficient in its use. An appropriate repair kit must be available to the guiding staff. Rescue equipment and repair kits must be chosen that are suitable for the remoteness and nature of the journey. Guides must know how to use the repair kit.

79. Staff should consider whether or not to carry a pump for the journey.

80. Rafting guides must have their own rescue equipment, suitable for the location and activity. For each guide, as a minimum this must include:

- a throw rope, flip line, safely protected river knife and whistle
- access to equipment to perform a 'mechanical advantage' rescue.

BOATS

Rafts

81. Construction of rafts, including air chambers and buoyancy and the requirements for grab lines and D-rings must comply with the International or Australian Standards (AS 2677 – Inflatable boats).

82. When the raft is fully inflated, the perimeter grab lines threaded through the D-rings on the side of the raft should be taut.

83.

84. A bow and stern line must be securely attached to the raft.

85.

86. Types and sizes of rafts should be selected based on their suitability for the river section, the water level and the abilities of the participants.

87.

88. Manufacturers' raft weight load limits for people and equipment must not be exceeded.
- 89.
90. Small plastic, single chamber rafts are not recommended for rafting activities. These can only be used in grade 1 or 2 rapids (in non-remote locations where access and support are readily available).

Student skills- Rafting

91. Students must be instructed in the knowledge and skills listed below (this should include a briefing before the activity and reinforcement during the activity, which is appropriate for the environment students will experience):
- basic and relevant descriptions of water behaviour and hydrology
 - how to get in, sit and move about a raft safely
 - in-boat safety, coupled with paddling techniques and common guide calls
 - the skills for self guiding
 - how rescues will be conducted – including the use of throw bags, safety boats and shore safety
 - the safety float position in moving water
 - additional techniques to avoid food entrapment
 - the need to remain upstream of the craft in order to avoid being pinned to obstacles
 - rescuing other participants onto the raft
 - the principles of self-rescue, i.e. defensive and offensive swimming
 - the dangers of sieves and strainers
 - proposed river signals and method for downstream travel
 - safe techniques for avoiding and getting over obstacles
 - flip technique and what to do if caught beneath the raft.
- 92.
93. If students are self-guided during the activity, they must have the skills required for the foreseeable river conditions.
94. The psychological preparation of students is as important as the physical preparation, especially for students who are anxious about the activity. Under no circumstances should students be pressured by staff or peers to participate beyond their readiness.

Staff

95. Staff members are those adults who provide the supervisory, instructional/guiding and educational elements of the activity. All staff members must be approved by the school council.

96.

All staff members who are not registered teachers must comply with the [Working with Children Check](#)

A teacher registered with the Victorian Institute of Teaching and either employed by the Department of Education or endorsed by the school council must be present and have overall responsibility for the activity.

97. Where not directly responsible for the instruction of the activity or assisting the trip leader, the teacher responsible for the activity must understand the activity and the environment in which it will be conducted. This teacher must confer with the designated trip leader about the supervisory role and establish areas of responsibility. If the teacher is not the designated trip leader, he/she is to act on the advice of the designated trip leader and guides on technical safety issues.

98. 'Guide' is the term used to define the staff member(s) responsible for delivering the technical aspects of rafting. Each river trip must have a trip leader who is the guide with overall responsibility for the technical aspects of river travel.

99. Any staff member with a known medical condition that might compromise the group's risk management plan should make accompanying staff aware of this condition. Issues of confidentiality and privacy will apply to any such disclosure.

Rafting

100. Staff involved in the planning and conduct of the activity should have sufficient knowledge and experience of the activity and its environment to operate in all foreseeable conditions.

101.

102. In the absence of any widely accepted raft guide training program in Australia, designated rafting guides must have one of the following:

- documented raft guide training and white water rescue training, together with experience from a training provider or educational institution, which can be benchmarked against relevant modules from SRO03 Outdoor Recreation Industry Training Package units SRORAF004A and SRORAF005A. Details of this training package are available from the [National Training Information Service](#).
- equivalent documented experience in lieu of qualifications/accreditation (this experience must be recorded in the [Documentation of Staff Qualifications and Experience \(Word - 151Kb\)](#).) and an appropriate white water rescue qualification (see [Recreational swimming guidelines](#)).

103.

104. The skills and experience required by all designated rafting guides includes:

Required knowledge

- raft designs, material and construction types and repair techniques to maintain equipment in operational order
- the selection and use of rafting equipment, to determine suitable equipment for specific client groups
- the selection and use of rescue equipment, for retrieval of persons or equipment
- the knots used to secure raft and perform rescues, for maximum strength and safety
- hydrology and river features, to determine hazards
- defensive and aggressive swimming techniques (for own self, and to advise participants)
- medical problems commonly encountered while rafting, and appropriate first aid
- local conditions and effect of changes in gradient and volume on water dynamics, in order to determine safe operating conditions
- the international river grading system
- the effect of river levels and dam feed releases (top or bottom)
- the Marine Service Board and Marine Board Code of practice, in order to operate within acknowledged safe practices
- other legislative requirements (national parks, forestry, occupational health and safety) in order to conform to legislation
- the minimum impact code, in order to care for and protect the environment
- signalling techniques, in order to communicate while on the river
- the location, in order to provide a safe and informative activity.

Required skills

- defensive and aggressive swimming skills, to use if parted from raft
- first aid skills, appropriate to the location and level of responsibility
- raft handling skills, in order to safely manoeuvre raft
- river reading skills, in order to determine safe lines and routes through rapids
- river rescue techniques, in order to extract people and/or equipment from river
- communication skills, in order to deal with students and staff
- skills in managing conflict during an activity
- throwbag skills, in order to recover a swimmer.

105.

106. Each rafting activity must have a nominated trip leader who is the guide responsible for overall technical safety while rafting and during associated activities on the river bank. The trip leader will hold the qualifications described above, and will typically be the person with the most training and experience in the activity. This person may or may not be a registered teacher.

107.

108. In addition to the skills, knowledge and experience required for all designated rafting guides as described above, trip leaders must have and provide evidence of having the skills, knowledge and experience necessary to coordinate rescues and evacuations, lead and manage teams effectively in the river environment, liaise effectively with land owners and managers, and respond effectively to dynamic situations.

109.

110. These skills include, but are not limited to:

- prioritising risk
- using reach, throw, row, go, tow principles
- delegating tasks
- maintaining an overview of the situation
- achieving a quick resolution
- ensuring difficult situations do not escalate due to mismanagement
- ensuring the safety of activity participants.

111.

112. Note: Many rivers in Victoria are affected by water release from dams or by floods, and water conditions can alter quite suddenly. The designated trip leader must have paddled the river and have recent knowledge of it. It is recommended that other guides should have paddled the planned stretch of river and be confident about guiding on water of the same grade and character.

113.

114. Where staff members guide from kayaks, they require the qualifications described above for guides, and must hold the appropriate Australian Canoeing Inc. Whitewater Award or equivalent and have experience in supporting rafters from a hard shell craft (see [Canoeing guidelines](#)).

115.

116. Where an external contractor is chosen to run all or part of this activity, the guidelines for the use of [External providers](#) should be followed.

Supervision and Ratios

Supervision is a critical factor in managing risk in the outdoors.

A minimum of two staff members must be present for each activity, one with responsibility for activity instruction and the other able to assist the instructor.

117. Rafting

118. The following table shows the minimum staff-to-student ratios for rafting. These must be applied when establishing the instructional and supervision strategy for the activity.

Activity	Guides required	Participant numbers**
Rafting: (Grade 1-3)	2	Up to 12
	3	13-18
	4	19-24*

119.

120. NOTE: THE ABOVE GUIDELINES HAVE BEEN ESTABLISHED BY THE DEECD. THEY DIFFER FROM THOSE PROVIDED BY THE ORCA (OUTDOOR RECREATION COULCIL OF AUSTRALIA) WHICH STIPULATE A RATIO OF 1:8- PARTICULARLY IN COMMERCIAL SETTINGS. CBC'S MIX OF STAFF MAY INCLUDE HOME ROOM TEACHERS WHO HAVE COMPLETED THE TRIP MANY TIMES- THEY MAY BE INCLUDED IN THE 1:6 RATIO. WE WOULD STILL HAVE EXPERIENCED GUIDES (NOT INCLUDING THE TEACHER) THAT WOULD FALL WITHIN THE ORCA'S 1:8 RATIO. THE CBC TEACHER WOULD GUIDE A RAFT ON MINOR RAPIDS WITH EXPERIENCED GUIDES TAKING OVER FOR THE MAJOR RAPIDS.

121.

122.

123. * There should be a maximum of 30 participants in one group for rafting activities. On overnight excursions, this number may need to be lowered to comply with maximum numbers allowed by land managers at campsites. There should be a minimum of two craft for any rafting activity.

124.

125. ** A participant is any person not qualified as a rafting guide.

126.

127. The table above provides minimum guide allocations. Different rivers and river levels may require smaller groups or additional guiding staff.

128.

129. Decisions about staff numbers and suitability for the activity should be based on the:

- age, maturity, gender and physical characteristics* of students
- ability and experience of students
- needs of individuals
- dynamics of the student group
- experience, qualifications and skills of staff
- location of the activity
- anticipated conditions at the location.

130. *For example, if a group includes any physically large students, supervising staff must have the required training and qualifications to undertake any necessary rescue and the required physical attributes.

131.

132. Where students are in rafts without guides, the trip leader and guides must consider how this will affect the management of the group. Guides must maintain at least the same guide to student ratio as for guided rafts and may require a greater number of staff.

133.

134. Students must not be taken through rapids known or, in the circumstances, likely to be at or above grade 4 (please see the explanation of the International River Classification System in these guidelines).

135.

136. The teacher in charge is responsible for the supervision strategy, which must be endorsed by the school council as part of the excursion approval process. Staff members should supervise students according to this strategy.

137.

138. If a decision is made to vary the recommended allocation of supervising staff, reasons for the variation must be documented. The minimum requirements for this activity are provided above.