

APPENDIX A. GENERAL REQUIREMENTS

This document (*Appendix A: General Requirements*) outlines the general requirements that apply to all recreation and outdoor education activities.

A.1. ON SCHOOL SITE AND OFF SCHOOL SITE

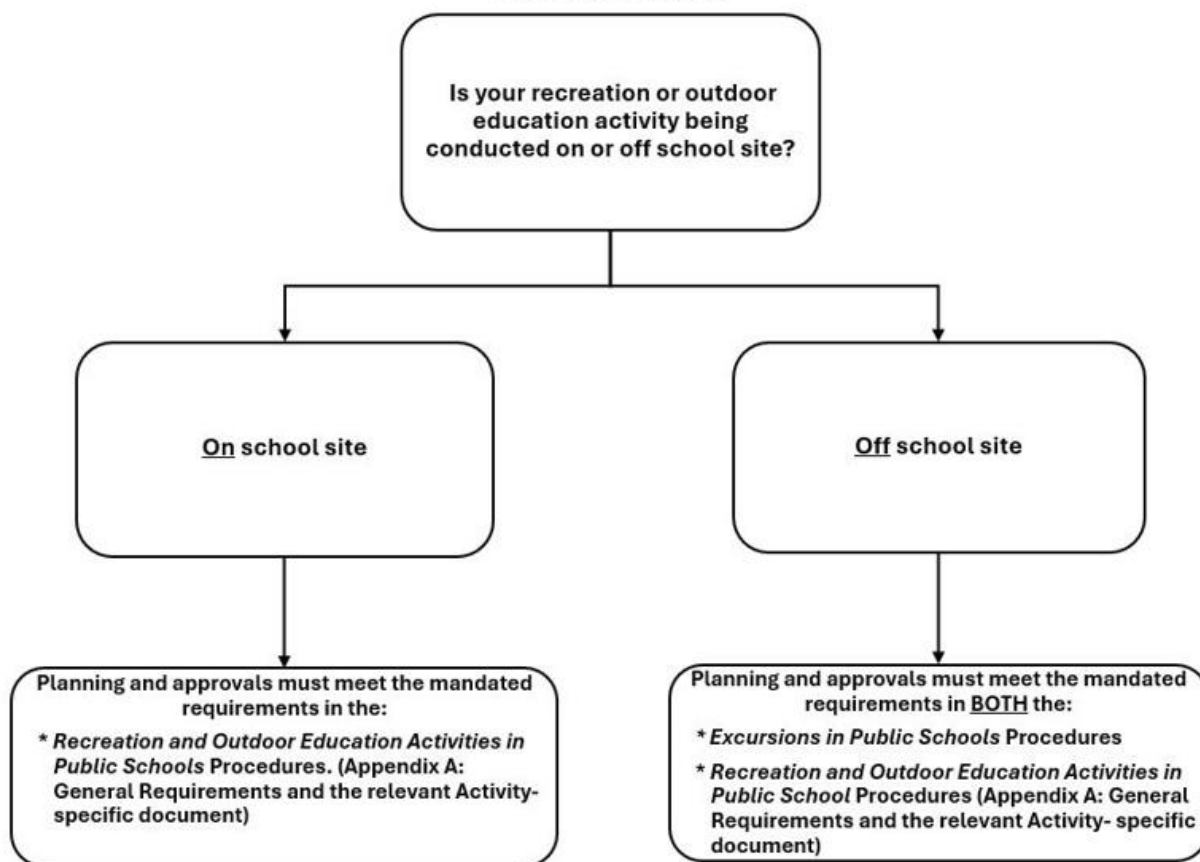
Recreation and outdoor education activities conducted off school site require the relevant excursion approvals to be completed. The school principal is the Excursion Approval Authority for interstate and local area excursions.

All on school site and off school site recreation and outdoor education activities must meet the mandated requirements in *Appendix A: General Requirements* and the relevant activity-specific documents within the procedures.

Recurring recreation or outdoor education activities that are regularly timetabled off school site may be approved for the same group of students through one proposal form in accordance with the relevant *Excursions in Public Schools Procedures* document. These can be prepared at the beginning of the year, semester or term, or at the commencement of a unit of study as relevant. Any updated participant or activity information must be provided for each occasion.

Decision making flowchart: Planning activities in public schools

All on-school site and off-school site recreation and outdoor education activities must meet the mandated requirements in the 2025 *Recreation and Outdoor Education Activities in Public Schools Procedures*.



A.2. **COMPLETING THE PROPOSAL FOR THE RECREATION AND OUTDOOR EDUCATION ACTIVITY EXCURSION**

The Department Teacher-in-charge enters the relevant information in each section of the relevant excursion proposal. Department Site Managers are required to:

- clearly check each aspect of the excursion proposal, confirming that all requirements are addressed
- confirm that all requirements of the *Recreation and Outdoor Education Activities in Public Schools Procedures* have been met and are attached to the proposal.

A.3. **EDUCATIONAL PURPOSE**

Department Site Managers must ensure that any recreation and outdoor education activity has an educational purpose.

A.4. **STUDENT CAPACITY AND HEALTH CARE**

When assessing the capacity of each student, the Department Teacher-in-charge must refer to the Department's *Student Health Care in Public Schools* policy and procedures and also take into consideration:

- the purpose of the activity
- their age, skill levels, cultural background, experience, physical capacity (weight, height, strength), maturity, as well as their social, emotional and intellectual capacity
- the pre-requisites skills required (for example, swimming ability)
- their behavioural characteristics
- their health status and/or any degree of disability or impairment
- their attendance at relevant training sessions or courses
- any applicable minimum age restrictions.

A reassessment of students' capacities must be undertaken if circumstances surrounding the activity change. This includes any change in the environment or of a student's medical fitness (for example, conditions such as asthma, diabetes, epilepsy, fatigue, dehydration) that could affect their capacity to undertake the activity.

Students who have a medically diagnosed condition that may impact their safety must be cleared by a medical practitioner before they can participate.

Appropriate adjustments or alternative activities must be provided for students so they can access the curriculum activity on the same basis as their peers.

Guidance

Students who experience discomfort about an activity have the right to refuse to participate in all or any part of the activity. Their right to refuse is to be respected by others in the group and by the Supervisory Team.

A Challenge by Choice approach is based on the understanding that everyone has varying thresholds for challenge that range in nature and variety. Recreation and outdoor education activities enable students to determine their own level of challenge and to broaden and develop their perceived limitations through participation in safe adventure activity experience, and in individual and team environments. This ethos recognises that the attempt is more significant than the result.

Before students participate in an activity, the Department Teacher-in-charge must confirm that:

- potential risks associated with the proposed activity have been identified and adjustments made to mitigate those risks (refer to *Appendix B: Risk Management Plan*)

- an emergency response plan has been prepared (refer to *Appendix C: Emergency Response Plan*)
- the full range of activities have been assessed and opportunities for students to develop pre-requisite skills have been identified
- relevant consultation has been undertaken with staff members, parent/caregiver and/or community, regarding the cultural appropriateness and inclusiveness of the proposed activities
- physical boundaries and behavioural expectations have been defined for each activity
- students will be introduced to activities in a non-threatening, supportive environment
- they have referred to *Appendix A: General Requirements* for all recreation and outdoor activities and any of the requirements contained in the relevant activity specific documents
- students are not exposed to environments (for example, venues, bushland, walk trails) that have not been assessed first-hand (where practical) by the Department Teacher-in-charge or a nominated member of the supervisory team.

A.4.1. TRANSGENDER AND INTERSEX STUDENTS

School staff must access information and resources through the [Support gender diverse students](#) Ikon service, to create supportive and inclusive environments when planning recreation and outdoor education activities.

A.5. SUPERVISORY TEAM

A.5.1. ROLE AND RESPONSIBILITY

The Department Teacher-in-charge must confirm that a risk assessment of the proposed recreation and/or outdoor education activity has occurred. The information contained in the risk assessment will inform the decision regarding the number of adults required for the supervisory team and the experience, qualifications, and skills necessary to provide adequate supervision and manage all identified hazards and risks. The role and selection of the supervisor/s for a recreation or outdoor education activity is determined by the Department Teacher-in-charge and must reflect the requirements of the group.

All supervisors must:

- comply with all requirements of land managers, leaseholders and/or landowners
- wear suitable clothing and footwear that enables them to be easily identifiable and provide assistance during the proposed activity
- remain on duty for the duration of the activity
- remain on call at all times if providing overnight supervision
- be prepared to take responsibility for students at short notice, in the event of an emergency
- not consume illicit drugs or alcohol
- not consume medications that will impair judgement during any school activity or excursion.

The Department Teacher-in-charge confirms that parents/carers are provided with full details of the activity well in advance, to enable them to make an informed decision about their child's participation.

Supervisors must be provided with details of the number of supervisors present at activities and the roles they will perform.

All Department employees have a duty of care to protect students from risk of harm that can reasonably be foreseen when students are involved in all school activities, whether on or off the school site.

All supervisors are required to be available for the supervision of students at all times.

Duty of care always rests with the teacher(s) even if other Department employees, parents or carers are acting as supervisors.

Adults, who are not teachers, can be supervisors if they possess the appropriate skills, experience, competencies and/or qualifications to provide care for the relevant student group and manage risks. Supervisors must be made aware that they are required to supervise students at all times for the duration of the activity. Where a member of the non-teaching staff or a volunteer agrees to perform tasks that require them to personally care for students in the absence of a member of the teaching staff, the suitability of that adult for the task being assigned must take into account the:

- number of students involved
- capacity of the students
- activities to be undertaken
- characteristics of the environment (site, location or venue)
- the health status, skills, competencies, qualifications and experience of the adult.

Guidance

Non-teaching staff who are a part of the supervisory team, have a right to refuse a request to personally care for students and to have their decision respected. However, they have limited scope to refuse a request from teaching staff to personally care for students if, by reason of their prearranged description of responsibilities, the request relates to a task they are required to perform as part of their normal duties.

Educational interpreters who facilitate communication between profoundly deaf and/or hearing impaired students and their teachers, other group members and hearing students, need to have a natural or planned break of complete rest for at least ten (10) minutes every hour. For further information, contact the School of Special Educational Needs: Sensory (based at the Statewide Services Centre, Padbury).

Site Managers and the Department Teacher-in-charge must refer to the *General Requirements* that apply to all recreation and/or outdoor education activities and the requirements contained in the relevant activity specific documents. Where a number of recreation and/or outdoor education activities are delivered simultaneously (for example, on a camp) a member of the teaching staff must be present at each activity.

Collectively, the supervisory team must have the following experience, knowledge and skills:

- The expertise to identify and establish an environment that promotes the safety and wellbeing of all students participating in the activity.
- Current qualifications, competencies or skill sets that are relevant and activity specific currency.
- Appropriate first aid and CPR qualifications for the activity and the location.
- The ability to identify and manage potential risks at all stages of the proposed activity.
- The ability to competently deal with emergencies that may be associated with that type of activity and location.
- The expertise to render emergency care, including a rescue or evacuation.
- The ability to monitor and assess the physical wellbeing of students at all stages of the activity.

- The expertise to assess and respond to weather or other environmental conditions, before and during activities.

Site Managers are to confirm compliance with the Department's Working With Children Check in Public Schools Policy with regard to excursion supervisors, including volunteers if relevant. It should be noted that some volunteers may be exempt from having a working with children check.

The nature and location of the activity determines the first aid qualifications required.

Fragile, physically demanding, remote and isolated environments require a higher level of planning, and student and staff preparation. These should be documented in Appendix B: Risk Management Plan and Appendix C: Emergency Response Plan.

Guidance

Remote or isolated areas include any location where definitive medical care is more than one hour away by road, air or water, or where access to medical assistance is likely to be hampered by time, terrain, distance or circumstances. Examples of fragile and physically demanding environments include national parks, bushland, designated wilderness, mountain or alpine areas, ocean or beaches.

Consideration should be given to the inclusion of an additional Qualified Supervisor when dividing students into subgroups; to enhance learning opportunities and communication across groups and to offer expertise and support in the event of a rescue or incident.

Minimum impact principles should be considered when determining group or subgroup numbers.

Activities conducted in aquatic environments require a high degree of dynamic risk assessment and management. Refer to Appendix S: Swimming and Water Based Activities document for information regarding supervision requirements in various water environments and assessing student swimming and water safety skills prior to the activity commencing.

Supervisors must maintain evidence of currency (recent and relevant experience) using a logbook (or similar), to demonstrate currency.

Guidance

A contact person from a relevant organisation or association who has the authority to verify their skills, expertise, experience and currency in the context of a specific activity (e.g. a fellow leader, supervisor, manager, experienced professional) should be listed within the log book to assist the verification process.

A.5.2. QUALIFICATIONS AND COMPETENCIES

The Department Teacher-in-charge must confirm that the supervisory team, including external providers, have:

- relevant qualifications, competencies and/or skill sets, as appropriate for the proposed activity
- at least one supervisor at the activity, with current resuscitation accreditation.

A.5.3. FIRST AID QUALIFICATION

As a minimum requirement, at least one member of the supervisory team must hold a nationally accredited first aid qualification that is relevant to the proposed activity and location, for all land-based activities such as:

- Provide First Aid

- Provide First Aid in Remote or Isolated Site
- Provide Advanced First Aid
- an equivalent award, as recognised by the Director General.

A.5.4. AQUATIC RESCUE QUALIFICATION

All aquatic based activities require the supervisory team to meet the rescue qualification requirements listed in the relevant activity specific document. The Department Teacher-in-charge must confirm that supervisors meet these requirements.

A.5.5. SUPERVISORS OPERATING A SUPPORT CRAFT OR SAFETY CRAFT

The Department Teacher-in-charge must refer to requirements within the relevant activity specific document/s, that address the qualifications, experience and competencies necessary to operate a safety craft.

A.6. SUPERVISION STRATEGIES

A.6.1. STRATEGIES

The Department Teacher-in-charge must confirm that supervision strategies in place for the activity, promote the safety and wellbeing of students at all times and take into account the:

- purpose and type of the proposed activity
- number of students involved and the dynamics of the student cohort
- capacity of the students including adjustments for students with a disability or impairment, and alternative activities for students who are unable to participate
- students' medical conditions
- competence, experience, qualifications and skills of all supervisors
- nature and location of the environment
- previous, current and predicted weather conditions
- circumstances where students are not in the line of sight of the supervisor/s
- risks associated with activities in close proximity to water and whether the *Swimming and Water Based Activities* requirements apply
- potential risks that might occur if other schools or user groups are using the same venue (for example, the nature and number of those groups, and supervisory strategies for dealing with any risks that might arise from that situation)
- opportunities to use buddy system practices wherever possible.

Where groups of students need to be divided into subgroups, and several subgroups are completing activities independently, each sub-group must meet the mandated minimum supervision requirements.

The Department Teacher-in-charge must confirm that adequate supervision is provided to all students under their duty of care, including non-participants. The relevant activity specific supervision ratios apply.

Guidance

A buddy system is when two students are assigned to continuously monitor each others welfare throughout an activity.

When dividing students into subgroups, consideration should be given to the inclusion of an additional Qualified Supervisor, to enhance learning and communication across groups, and to offer expertise and support in the event of a rescue or other incident.

A.6.2. IDENTIFICATION OF STUDENTS DURING AN ACTIVITY

The Department Teacher-in-charge must establish a system that identifies all students during an activity.

Guidance

Identification systems may include (as relevant to the activity):

- *wearing school shirts, uniforms or brightly coloured/high visibility clothing*
- *wearing specially marked helmets that meet the relevant Australian Standard (for example, horse riding, abseiling, caving and/or canoeing activities)*
- *vests, sashes, hats, armbands, name tags, stickers or reflective tape*
- *placing colours and markings on life jackets*
- *using clearly identifiable craft (canoes, kayaks, yacht sail markings)*
- *confining students to designated areas that are not being used by other schools or members of the public.*

Identification systems can be used in combination.

The Department Teacher-in-charge must recognise the potential for weather conditions to change rapidly and ensure that student equipment and clothing remain highly visible in adverse weather conditions.

A.6.3.

COMMUNICATION

An appropriate communication strategy must be established by the Department Teacher-in-charge that enables communication between groups, supervisory teams and students. These may include mobile phones, air horns, whistles, the scheduling of regular group meetings or specific meeting points.

The communication strategy needs to be explained to all students and should clearly identify:

- a signal for gaining the full group's attention
- an emergency signal and response that has been rehearsed prior to the commencement of the activity
- an alternative mode of communication should the primary communication method be unavailable
- communication to emergency support/support services.

Mobile telephones should not be relied on as the sole method of communication. In remote and rural locations, consideration is to be given to other means of communication such as an emergency position indicating radio beacon (EPIRB), a satellite telephone, or a pre-determined schedule of check-ins with a nominated contact at the school.

All communication equipment (whistles, phones, two-way radios etc) provided to supervisory team must be waterproofed and secured.

Where appropriate, and particularly in isolated areas, details of the proposed activity are to be left with a suitable authority (for example the local police, a Department of Biodiversity, Conservation and Attractions ranger, land manager or responsible community member).

Guidance

Modes of communication, as relevant to the activity, may include:

- *radio, mobile phone or satellite phone, in working order*
- *standard calls or signals commonly associated with a particular activity (e.g. paddle signals, standard climbing calls, car horns, pennants, semaphore, lights, UHF or VHF radio, flares or flags)*
- *alternative methods for students with disability, special education needs or who are culturally and linguistically diverse*
- *hand signals or visual aids*
- *sirens or whistle signals, eg:*
 - one blast = stop, look and listen

- *three long blasts = the activity has finished*
- *continuous blasts in succession, with arms waved above the head = emergency; clear the activity immediately (the Australian distress signal is a series of three signals repeated at regular intervals).*

While all communication modes can assist in the activation of an emergency response, consideration should be given to the limitations of each mode. Mobile telephones, for example, should not be relied on as the sole method of communication. Other modes may include satellite telephone or radio.

A.7.

BRIEFING STUDENTS AND SUPERVISORS

The Department Teacher-in-charge must confirm that all students have been briefed about:

- the educational purpose (learning intentions) and the cooperative nature of the activity
- components of the activity (including skills required)
- standards of behaviour, including roles and responsibilities
- hazard identification and safety requirements
- buddy practices
- procedures to be followed if members of the party are overdue, or become lost or separated from the group
- physical boundaries marked for the activity
- communication signals to gain attention and request assistance
- emergency and evacuation procedures
- minimal impact principles for that location (Leave No Trace principles).

In addition to the above, the Department Teacher-in-charge must confirm that the supervisory team have been briefed about the following:

- the role and location of supervisors
- maintaining supervision ratios, including those for students not involved in the activity
- modified activity requirements for students with a disability or impairment
- the system for identifying students and supervisors
- student-specific medical requirements
- conditions associated with hypothermia, sunburn and dehydration
- communication strategies that will be used throughout the activity, including designated signals to gain the attention of the whole group, and to identify when emergency assistance is required
- location of first aid kit/s and emergency/rescue equipment
- appropriate clothing for the activity and weather conditions, including thermal and sun protection
- aspects of the environment and expected weather conditions.

Special information sessions must be arranged for students or staff absent from preparatory briefings.

Some activities, such as SCUBA diving, require all members of the group to participate in pre-activity planning sessions, as well as an post-activity debrief.

Changing conditions during an activity may make it necessary for the Department Teacher-in-charge to re-brief students and supervisors.

A.8.

TRANSPORT

For information on transport arrangements for excursions refer to the *Excursions in Public Schools Procedures.*

A.9. LOCATION AND VENUES

To assist with assessing the suitability of the venue, sources of information may include:

- venue staff, landowner
- supervisors with previous experience of the location or venue
- traditional owners, knowledge holders, Elders and local Aboriginal community members
- a visit to the venue
- the Education Regional Office closest to the venue(s)
- Department of Fire and Emergency Services or the local police
- the Department of Biodiversity, Conservation and Attractions or the local land manager
- other school staff that have visited the venue within the last six months
- an external provider or tour organiser.

Activities in high-risk bush fire areas must be avoided (refer to the Department of Fire and Emergency Services website or contact the local shire, as part of an environmental check). If conducting activities in the fire restriction season, the Department Teacher-in-charge must identify evacuation routes and confirm that the group has access to up-to-date fire information via radio, mobile or satellite phones during the activity.

For sites that have access restrictions, written permission must be gained from the relevant authority, such as the Department of Biodiversity, Conservation and Attractions regional office, local land management body, lease holders or private property owners.

A.10. EXTERNAL PROVIDERS

A.10.1. WHERE AN EXTERNAL PROVIDER IS ENGAGED

The Department Teacher-in-charge must obtain copies of the documentation from the External Provider, outlined in Appendix D: External Provider checklist. These documents must be included in the submission for approval by the site manager.

The external provider must provide evidence of sufficient and current public liability insurance and professional indemnity insurance.

Duty of care for students cannot be completely delegated when an external provider is used, unless they are an Approved Provider.

The respective roles and responsibilities of supervisory team members and external provider staff must be clearly established and documented prior to commencing the activity.

The external provider must be informed that the consumption of illicit drugs and alcohol is prohibited and that consuming medication that may impair judgement during any school activity or excursion by any participant (staff, students, volunteers, external providers or supervisory team members) is prohibited. Refer to Appendix D: External Provider Checklist.

Any adult involved in activities with students must have a current *Working with Children Check* in accordance with the Department's Working with Children Checks in Department of Education Sites policy.

A.10.2. WAIVERS, INDEMNITIES AND DISCLAIMERS

Where activities involve the services of external providers, individuals, government agencies or private companies, Department staff **must not** sign indemnities, disclaimers, waivers or other documents which absolve the external provider from liability for their own negligent acts or omissions or require volunteers, parents or students over the age of 18 years to sign such documents. The Department Teacher-in-charge must be aware that disclaimers or waivers may be obscured within certain terms and conditions of entry.

Further information on waivers is available from legal services, by email **legalservices@education.wa.edu.au**.

A.10.3. INSURANCE COVER FOR EXTERNAL PROVIDERS

External providers must have a minimum of \$20 million public liability insurance cover and, if appropriate, a minimum of \$5 million professional liability insurance cover.

The Department Teacher-in-charge must obtain a copy of the external provider's certificate of currency and attach it to all submissions for approval (refer Appendix D: External Provider checklist).

Specific accident cover is provided by the Department's insurer for personal injuries when on excursions involving an overnight stay.

Further information on insurance is available from legal services, by email **legalservices@education.wa.edu.au**.

A.11. EQUIPMENT

Equipment specific advice can be found in the relevant activity specific documents. The Qualified Supervisor must:

- complete a visual and physical safety check of all equipment prior to commencing the activity (as well as at critical times throughout the activity) to confirm that the equipment is appropriate, safe and in working order
- have current and accurate maintenance and inspection records that comply with the manufacturer's maintenance instructions and relevant Australian Standards
- conduct briefings about the correct use of equipment. This must be completed with supervisors and students prior to the commencement of any activity.

Emergency equipment, as appropriate for the activity (for example, a whistle, life jacket, back-up vehicle, support or safety craft, wave ski, rescue tube or board) must be in a readily accessible location throughout the duration of the activity.

Where a powered support or safety craft is used, the craft must comply with Department of Transport marine safety requirements.

Communication equipment appropriate, for the activity, location and duration of the activity must be readily accessible (*refer to A.6.3. Communication*).

First aid equipment must be readily accessible and must include items appropriate to the activity, location, size and needs of the group and duration of the activity.

Guidance***First aid equipment and first aid kit/s***

Recommendations for first aid equipment (including first aid kit/s) can be accessed from Ikon (Manage first aid supplies and equipment). The list includes the requirement for an appropriate number of, adrenaline auto-injector devices and inhalers for the emergency treatment of asthma.

As the Guidelines contain a suggested list of contents only, schools will need to modify quantities and contents at their discretion, to suit the activity, the duration of the activity, the numbers in the group and the location.

Anaphylaxis and asthma

Principals can arrange a demonstration on how to administer medication in anaphylaxis and asthma emergencies. The Department provides an online anaphylaxis training course available through [Ikon](#).

Students at risk of anaphylaxis should have their health care plan and adrenaline auto-injector available at all times.

For information about first aid qualification requirements, refer to A.5.3. First Aid Qualification.

Additional first aid equipment (for example, trauma dressings, compression bandages, formable splints, thermal blankets or other specialised equipment) may be required in accordance with the activities to be undertaken, the location (remote or metropolitan, land, sea) and the level of first aid training available to the group.

A useful site to review is: [Australian Society of Clinical Immunology and Allergy \(ASCIA\)](#).

A useful reference for first aid equipment, first aid kit/s and first aid information related to staff rather than students is [Worksafe WA](#) or the [Safe Work Australia First Aid in the Workplace Code of Practice](#).

Concussion

Signs and symptoms of concussion and what to do if a concussion is suspected, can be found on the [‘Supporting students with concussion’ Ikon service](#) and the [Healthdirect website](#).

A.12. WORKING WITH CHILDREN CHECKS (EXTERNAL PROVIDERS)

The Department Teacher-in-charge must verify that all external providers working with students have a Working with Children Check, in accordance with the [Working with Children Checks in Department of Education Sites](#) policy.

A.12.1. VOLUNTEERS WHO ARE EXEMPT FROM HAVING A WORKING WITH CHILDREN CHECK

Volunteers assisting an external provider who are exempt from having a Working with Children Check are requested to complete a Confidential Declaration Form (see Appendix C of the [Visitors and Intruders on Public School Premises Policy](#)) indicating any convictions or whether there are circumstances or reasons that might preclude them from working with or near children. Exemptions from Working with Children Checks do not apply for overnight camps, billeting and/or hostel arrangements.

In line with the Department's [Criminal History Screening for Department of Education Sites Policy](#), the decision as to whether or not volunteers assisting an external provider in on-school site or off-school site activities are required to consent to criminal history screening processes is a judgement made by the site manager. In making this decision, the site manager should consider the factors listed in that policy.

A.13. RISK ASSESSMENT

A completed risk assessment provides information for the relevant excursion proposal and is an essential part of planning any recreation or outdoor education activity. The Department Teacher-in-charge must refer to [Appendix B: Risk Management Plan](#) and identify the hazards and assess the risks that the recreation and/or outdoor education activity may pose to the safety, health or wellbeing of any student or member of the supervisory team, and propose strategies for minimising and managing those risks.

The risk assessment documents potential hazards and risks associated with the proposed activities. It should include, but is not limited to, management plans for foreseeable incidents, and must consider:

- the number of students, their age range, their attendance at relevant training sessions or courses, their physical capacity, their current and prior medical conditions and behaviour
- the venue and any potential hazards and risks associated with the recreation and outdoor education activities
- the method of transport to the venue and all activities at the venue
- issues that might arise due to the duration of the activity and/or possible weather events that could impact student participation
- any student disability or impairment that may need to be managed
- any special clothing or other items that may be needed during an activity by students and supervisors
- any applicable minimum age, height and/or weight restrictions associated with the activity.

A risk assessment must be developed in conjunction with Appendix A: General Requirements and the relevant activity specific document and will inform any increase in the supervision ratios and qualification requirements (beyond the minimum mandated) for the duration of the recreation and/or outdoor education activity.

The Department Teacher-in-charge obtains information about, and familiarises themselves with, the venue before undertaking the activity. This determines the suitability of the venue and proposed activities, allows for a check of safety procedures and provides an opportunity to investigate details such as mobile phone coverage and access to emergency services. It is acceptable to use information from other sources such as Department staff who have previously delivered similar activities at the venue. At least one member of the supervisory team must have current knowledge of the site.

Dynamic risk assessments must continue throughout the proposed activity, as conditions can change rapidly.

A.14. **RISK MANAGEMENT PLAN AND EMERGENCY RESPONSE PLAN**

A.14.1. **RISK MANAGEMENT PLAN REQUIREMENTS**

The Department Teacher-in-charge confirms that the risk management plan:

- identifies all foreseeable hazards and risks associated with the activity
- determines suitable risk mitigation strategies
- to minimise or eliminate those risks.

Appendix B: Risk Management Plan must be included in the documentation taken on the activity. The Department Teacher-in-charge must brief staff and students on the risk mitigation strategies in the Risk Management Plan. A copy of the plan must also be retained by the Department Site Manager.

A.14.2. **EMERGENCY RESPONSE PLAN REQUIREMENTS**

The Department Teacher-in-charge must prepare an emergency response plan confirming that all students and members of the supervisory team will have access to emergency support (refer to Appendix C: Emergency Response Plan).

Appendix C: Emergency Response Plan must be included in the documentation taken on the activity. The Department Teacher-in-charge must confirm with members of the supervisory team, their roles and responsibilities allocated in the *Emergency Response Plan* prior to the commencement of the planned activity. A copy of the plan must also be retained by the Department Site Manager.

The Emergency Response Plan must document strategies to manage minor and major injuries, illnesses and/or other foreseeable incidents/crises, including:

- prioritising and allocating tasks in an emergency
- emergency contact details
- the parameters for seeking external support
- notification of the police, Department Site Manager, office of the external provider (which may have its own procedures to follow).

The Emergency Response Plan must include:

- the name of the Department Teacher-in-charge and method of contact
- a list of names, addresses and telephone numbers of next of kin contacts for all students and supervisors
- the first aid qualifications, skills and experience of supervisors
- the name and address of the venue, external provider and all relevant contact details
- an evacuation plan and the name of the supervisor who will manage the evacuation
- a map of the area(s) to be used showing the location of the assembly point, nearest telephone, land manager, first aid and emergency services, ranger's residence, hospital, State Emergency Service office, police, nursing station or any other relevant information or services
- proposed and alternative travel routes, the estimated times of departure and arrival
- transport details: including the number, type and registration number of vehicle/s; and access details (i.e. by foot, 2 or 4-wheel drive), including consideration such as supervisors capacity to drive particular types of vehicles
- a list of resources/equipment the group is travelling with (for example, first aid kit/s, communication equipment, number of staff (including external providers) with first aid qualifications, stretchers and other camping or activity-specific equipment)
- details of support crafts (if relevant), the coastal area codes involved and proposed route
- an estimate of the time it might take to raise an alarm, and the amount of time that might elapse before appropriate support could be provided
- the availability of a support safety vehicle or craft in the event of an emergency.

A.14.3. DETAILS OF STUDENTS' HEALTH OR MEDICAL REQUIREMENTS

All relevant health information is incorporated into the emergency response plan or attached, with the plan, to the proposal for excursion form (*Excursions in Public Schools Procedures*).

For the duration of the activity, the Department Teacher-in-charge must ensure that they, or a nominated supervisor, has access to:

- Student Health Forms and Health Care Plans of those students known to have particular health or medical requirements
- the medical details of the supervisory team members
- the required medication for specific students and supervisors, directions for use for those medications and storage arrangements.

A.14.4. NOTIFYING EXTERNAL SUPPORT SERVICES IN AN EMERGENCY

Parameters for seeking external support should be documented in *Appendix C: Emergency Response Plan*.

Delaying the implementation of the emergency response plan is only permitted if the supervisory team is confident that no imminent danger exists and that there is a reasonable expectation that the emergency will soon be resolved. Should this occur, an interim course of action and a time to review the situation is agreed upon within the supervisory team before assistance is sought.

Guidance

Parameters for seeking external support include, but are not limited to, the identification of pre-determined triggers for seeking external support services and when they will be enacted. Information gathered at the site will inform future actions and responses.

A.14.5. **EMERGENCY AND FIRST AID EQUIPMENT**

Emergency equipment relevant to the activity, environment, location, size of the group and duration of the activity, must be readily accessible (refer to section A.11. *Equipment*).

Appropriate first aid equipment must be readily accessible. The first aid kit/s must include items that are appropriate to the activity, environment, size of the group and duration of the activity (refer to section A.11. *Equipment*).

A.14.6. **DETAILED COSTS**

All recreation and outdoor education activities are fully costed so students can be appropriately charged, where relevant.

Guidance

To comply with the Department's Accounting Procedures, schools are encouraged to access information on Ikon: Price School Camps and Excursions.

A.15. **APPROVALS AND INFORMED CONSENT**

A.15.1. **PARK MANAGER, LANDOWNERS OR VENUE MANAGERS**

All approvals must be obtained from relevant park managers, land owners or venue managers prior to commencing the activity (refer to the Department of Biodiversity, Conservation and Attractions website for its permission forms).

A.15.2. **PARENTAL INFORMATION AND CONSENT**

The Department Teacher-in-charge must:

- provide detailed information to parents and carers so they can make an informed decision about their child's participation in the activity
- provide a course outline to parents or carers, if the activities are part of a course
- record all information provided to parents or carers.

Information provided to parents and carers includes (as relevant to the activity):

- the educational purpose of the activity
- the nature and details of the activity (date, location, duration and start/finish times)
- the mode of travel, travel arrangements and related safety considerations (seatbelts)
- detailed costs
- the student contact arrangements during the activity
- the proposed supervision strategy and qualifications of the supervisory team
- staff action in the case of a student accident or illness
- information regarding liability for loss or damage to student property and/or medical costs incurred in the event of accident or illness
- a list of special clothing or other items required for the activity.

Students can only engage in activities for which written parent or carer approval (including signature/s) has been obtained.

For local (intrastate) or interstate activities:

- parents, guardians or carers sign the local/interstate parent information and consent form located in the Department's Excursions in Public Schools Procedures and return the completed document to the school prior to the planned activity.

For international activities:

- Parents, guardians or carers sign the International Excursion Parent Information and Consent to Participate form located in the Department's Excursions in Public Schools Procedures and return the completed document to the school prior to the planned activity.

Guidance

Parents, guardians or carers of Aboriginal students and/or those from culturally and linguistically diverse communities may require additional support in understanding communications and providing consent. This may require access to an interpreter, translator service or in some cases, assistance from a relevant staff member.

Consent for recurring activities that are part of a longer program can be obtained (with the approval of the Department Site Manager) at the commencement of the program.