

## 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 offsite require the correct excursion approval form to be completed and the school principal is the *Excursion Approval Authority*.

Recurring outdoor education activities that are regularly timetabled offsite may be approved for the same group of students through one *Proposal for Excursion* form (*Excursions in Public Schools Procedures*). These can be prepared at the beginning of the year, semester or term, or at the commencement of a unit of study as relevant. An updated list of participants should be provided for each occasion.

Both on school site and off school site recreation and outdoor education activities must follow the relevant activity specific document/s.

### A.2. COMPLETING THE PROPOSAL FOR THE OUTDOOR EDUCATION ACTIVITY EXCURSION

The Department teacher-in-charge enters the relevant information in each section of the excursion proposal. Principals are to clearly check each aspect of the proposal forms, confirming that all requirements outlined in the document are addressed.

Additional documents addressing relevant activity specific requirements must be attached.

### A.3. EDUCATIONAL PURPOSE

Recreation and outdoor education activity excursions must demonstrate in the proposal how they will contribute to and/or enhance curriculum outcomes.

### 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 take into consideration:

- the purpose of the activity;
- their age, skill levels, cultural background, experience, physical capability (weight, height, strength), maturity; as well as their social and intellectual capacity;
- their behavioural characteristics;
- their health status and/or any degree of disability;
- their attendance at relevant training sessions or courses; and
- 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 students' medical fitness (e.g. conditions such as asthma, diabetes, epilepsy, fatigue, dehydration) that could affect their capacity to undertake the activity. Alternative activities must be provided for students who are unable to participate in all or any part of the activity.

### **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 supervisors.*

*A Challenge by Choice approach is based on the understanding that everyone has varying thresholds for challenge that range in nature and variety. Outdoor education activities enable participants to determine their own level of challenge and to broaden and develop their perceived limitations through participation in safe adventure activity experiences, 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:

- the proposed activity supports curriculum objectives;
- potential risks associated with the proposed activity have been considered 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 community/staff members regarding the cultural appropriateness and inclusiveness of the proposed activities;
- boundaries have been defined for each activity;
- students will be introduced to activities in a non-threatening, supportive environment;
- they have referred to the relevant activity specific document for qualification and supervision requirements; and
- students will not be exposed to environments (e.g. venues, bushland, walk trails, etc.) 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

*The Western Australian Equal Opportunity Commission's Guidelines for supporting sexuality and gender diversity in schools includes information about inclusive practices and should be used when planning excursions or overnight excursions, and for the use of facilities at recreation and outdoor education activities.*

#### A.5. SUPERVISORY TEAM

##### A.5.1. ROLE AND RESPONSIBILITY

The information contained in the risk assessment will inform the decision regarding the number of adults required for the supervisory team and the experience and skills necessary to provide adequate supervision and manage identified risks. The role and selection of the supervisor/s for a recreation or outdoor education activity is determined by the Department teacher-in-charge.

The selection of supervisors must endeavour to reflect the demographics of the group.

All supervisors must:

- comply with all requirements of land managers, lease holders and/or owners;
- wear identifiable clothing (if requested by the Department teacher-in-charge);
- wear clothing and footwear that enables them to provide assistance during the planned 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; and
- not consume illicit drugs, alcohol and/or medications that impair judgement during any school activity or excursion.

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

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

All teachers are required to be available to supervise students at all times.

Duty of care always rests with the teacher(s) even if parents/carers/guardians are acting as supervisors.

In the absence of a teacher, adults, who are not teachers, can be supervisors if they possess appropriate skills, experience, competencies and/or qualifications to personally care for the relevant student group and manage risks. Supervisors should be made aware that they are required to supervise students at all times for the duration of an 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); and
- the health status, skills, and experience of the adult.

### **Guidance**

*Adults who are not teachers, but who possess current and relevant experience, competencies and/or qualification/s for specific activities may supervise school outdoor education activities or excursions.*

*Under the Duty of Care requirements (Duty of Care for Public School Students Policy) for planning an activity, the Department teacher-in-charge must provide a clear description of the responsibilities of each team member.*

*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).*

Principals and the Department teacher-in-charge should refer to the requirements within each relevant activity specific document.

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 student's participating in the activity.
- Current qualifications, competencies or skill sets that are relevant and activity specific.
- Appropriate first aid qualifications for the activity and the location, including current CPR accreditation.
- The ability to identify and manage potential risks at any stage of the planned activity.
- The ability to competently deal with emergencies that are consistent with the type of activity and site being used.
- The expertise to provide a rescue or evacuation and render emergency care.
- The ability to monitor and assess the physical wellbeing of students at all stages of the activity.
- The expertise to respond to weather or environmental conditions, before and during activities.

For all identified activities, including general water-based activities, the supervisory team must hold the qualification(s) outlined in the relevant activity specific document.

School principals 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. Principals are to refer to the policy to determine mandatory requirements.

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, 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 or air, or where access to medical assistance is likely to be hampered by time, terrain, distance or circumstances. Examples of fragile and physically demanding environments may include outback areas, national parks, bushland, designated wilderness, mountain/ alpine areas, sea 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 the number of participants in the group.*

Activities conducted in aquatic environments require a high degree of risk analysis and management. Refer to the relevant activity specific water activity documents for information regarding supervision requirements in various water environments and gauging student swimming and water safety skills.

### **Guidance**

#### *Skills and experience*

*Supervisors should maintain a log book in order to provide evidence of their currency and experience in specific activities. 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 and site managers, have:

- relevant, current and/or applicable qualifications, competencies and/or skill sets, as appropriate for the proposed activity; and
- at least one supervisor 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; or
- Provide First Aid in Remote Situations; or
- Provide Advanced First Aid; or
- 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 qualifications 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 should refer to requirements within the relevant activity specific document/s, that address the qualifications, experience and competencies necessary to support students with 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 of the activity;
- number of students involved and the dynamics of the student group;
- capacity of the students including adjustments for students with disability and/or alternative activities for students who are unable to participate;
- students' medical conditions;
- competence, experience, qualifications and skills of all supervisors;
- nature of the proposed activities;
- nature and location of the environment;
- previous and predicted weather conditions;
- circumstances where students are not in clear view of the supervisor/s but are in proximity to water;
- participation in a proposed activity that is in proximity to water and if *Swimming and Water Based Activities* requirements apply;
- potential risks that might occur if other schools or user groups are using the same venue (e.g. the nature and number of those groups and supervisory strategies for dealing with any risks that might arise from that situation are considered); and
- opportunities to use buddy system practices wherever possible.

At larger sites, or where larger groups of participants need to be divided into subgroups, several groups may complete activities independently, provided that each group meets the minimum levels of activity specific supervision and has the necessary safety, first aid and communication equipment.

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 PARTICIPANTS DURING AN ACTIVITY

The Department teacher-in-charge must establish a system identifying all participants during an activity after assessing the environment, students' capacity, activities to be undertaken and the number of students in the group.

**Guidance**

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

- *wearing school shirts, uniforms or brightly coloured clothing;*
- *having a high visibility item available in case of emergency;*
- *wearing specially marked helmets that meet the relevant Australian Standard (e.g. for horse riding, abseiling, caving and/or canoeing activities);*
- *wearing specific apparel, school hats, other hats and/or shirts of a uniform colour;*
- *vests, sashes, armbands, name tags, stickers or reflective tape;*
- *placing colours and markings on life jackets;*
- *using clearly identifiable craft (canoes, kayaks, yacht sail markings); and/or*
- *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.*

*If students and supervisors are the sole participants at a site, the Department teacher-in-charge may decide there is no need to introduce an identification system.*

### A.6.3. COMMUNICATION

An appropriate communication strategy must be established by the Department teacher-in-charge that enables regular communication among all members of the group and may include public address systems, megaphones, mobile phones, air horns, whistles and scheduling regular group meetings.

The communication strategy needs to be explained to all participants 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; and
- 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, where necessary, to other means of communication such as an emergency position indicating radio beacon (EPIRB) or a satellite telephone, or a pre-determined schedule of check-ins with a nominated contact at the school.

Where appropriate, and particularly in isolated areas, details of the proposed activity are to be left with a suitable authority (e.g. 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 verbal calls 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 (CALD);*
  - *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).*

*The communication strategy should enable the team to receive weather forecasts and warnings, communicate with the school, and make contact with on and off-site support services at all times.*

*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 fixed or satellite telephone or radio.*

#### A.7. BRIEFING STUDENTS AND SUPERVISORS

When briefing students about an activity, the Department teacher-in-charge must include information that is relevant to the activity, such as:

- the educational purpose and the cooperative nature of the activity;
- the activity itinerary;
- the use of equipment and required skills appropriate to the activity;
- participants' roles and responsibilities, including standards of acceptable behaviour and activity rules;
- the role and location of supervisors;
- a system for identifying students and supervisors;
- food and water requirements;
- procedures that will be followed if members of the party are overdue, or become lost or separated from the group;
- potential hazards and safety procedures appropriate to the activity and venue;
- buddy practices and lost buddy procedures;
- areas demarcated and identified specifically for student groups;
- communication strategies that will be used throughout the activity, including a signal to gain the attention of the whole group, and a signal to be used if assistance is required;
- emergency and evacuation procedures, signals and location of emergency equipment (e.g. torches, communication devices, medications - as per students' health care plans);
- the location of first aid equipment;
- health and hygiene protocols;
- prohibition of the consumption of illicit drugs, alcohol and/or medications that impair judgement during any school activity or excursion;
- clothing appropriate for the activity and weather conditions, including thermal and sun protection;
- application of minimal impact principles for that location (see Leave No Trace principles);
- environmental and weather conditions (if appropriate);
- the route to be followed including pre-determined stops and/or meeting points; and
- information for the specific activity from the relevant activity document or appendices.

The Department teacher-in-charge must brief supervisors about the needs of students deemed to be at risk, and about individual students' health care plan requirements.

Information sessions must be arranged for group members who were absent from preparatory briefings. Some activities such as SCUBA diving require all members of the group to participate in pre-diving planning sessions, as well as an after-diving debrief.



Changing conditions during an activity may make it necessary to re-brief students while in transit.

All students and staff must be briefed prior to the start of an activity about the route to be taken and the procedures to be followed should a student/group become overdue, lost or separated.

#### A.8. TRANSPORT

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

#### A.9. LOCATION AND VENUES

Information on the suitability of the venue relative to the students' skills and experience, the planned activities and any additional supervision required may be obtained from:

- supervisors' previous experience with the location or venue;
- traditional owners, knowledge holders, elders and local Aboriginal community members regarding protocols associated with places or materials of cultural significance;
- a visit to the venue or site;
- 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 (for natural sites such as beaches or forests);
- other schools that have visited the venue or site within the last six months; and
- the 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, plan a route that allows for possible evacuation and confirm that the group has access to up to date fire information via radio, mobile or satellite phones providing bulletins from a manned base.

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

#### A.10. EXTERNAL PROVIDERS

##### A.10.1. WHERE AN EXTERNAL PROVIDER IS ENGAGED

The Department teacher-in-charge must confirm the currency and competency of the external provider (*Appendix D: External Provider Checklists*).

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.

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

The external provider is informed that the consumption of illicit drugs, alcohol and/or 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.

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

### **Guidance**

*Confirmation of an external provider's competency can be achieved by examining the currency and relevance of the external provider's qualifications, accreditation and/or other training, and checking relevant verbal, website or other written information they provide about their:*

- *currency of experience (e.g. maintained log books);*
- *organisation's accreditation;*
- *commercial operator's permit;*
- *acquisition of other licences and permits required by statutory authorities and land owners; or*
- *current qualifications and any other relevant training of instructors; and/or references from previous school clients.*

#### A.10.2. WAIVERS, INDEMNITIES AND DISCLAIMERS

Where activities involve the use of the services of external providers, individuals, government agencies or private companies, Department staff cannot sign indemnities, disclaimers, waivers or other documents which absolve the external provider from liability for their own negligent acts or omissions.

#### A.10.3. INSURANCE COVER FOR EXTERNAL PROVIDERS

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

The excursion leader must obtain a copy of the external provider's certificate of currency and attach it to all excursion proposals.

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

Further information on insurance is available from legal services, by email [legalservices@education.wa.edu.au](mailto: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 records that comply with the manufacturer's maintenance instructions.

- 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, must be in a readily accessible location throughout the duration of the activity (e.g. a whistle, life jacket, back-up vehicle, support or safety craft, wave ski, rescue tube or board, etc.).

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

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

Appropriate first aid equipment must be readily accessible. The first aid equipment 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 kits***

*Recommendations for first aid equipment (including first aid kits and other equipment used to respond to and treat first aid incidents) 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, inhalers for the emergency treatment of asthma for administering asthma medication.*

*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, duration of the activity, 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 the Department's Ikon.*

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

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

*Additional first aid equipment (e.g. trauma dressings, compression bandages, formable splints, thermal blanket or other specialised equipment) may be required in accordance with activities to be undertaken, the location (remote or metropolitan, land, sea, etc.) 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 kits 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](#).*

## 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. For information about who is or who is not required to have a current Working with Children card, refer to the fact sheets on the *Department of Communities Child Protection and Family Support* with Children Check website.

### 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 in the *Visitors and Intruders on Public School Premises Policy*) indicating whether or not they have 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 risk assessment, prior to approval, will provide the necessary information for many of the sections of the proposal for excursion form and is an essential part of planning any recreation or outdoor education activity. The Department teacher-in-charge should refer to *Appendix B: Risk Management Plan* to assess the risks that the recreation or outdoor education activity may pose to the safety, health or wellbeing of any student or staff, and propose strategies for minimising and managing those risks.

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

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

A risk assessment must be developed in conjunction with the relevant activity specific document and will inform supervisors to student ratios that will provide adequate supervision for the duration of the outdoor education activity.

The Department teacher-in-charge of the outdoor education activity obtains information 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 for emergency services. It is acceptable to use information from other sources and Department staff who have previously used the venue/s. A member of the supervisory team must have current knowledge of the site.

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

### A.14.1. RISK MANAGEMENT PLAN REQUIREMENTS

The Department teacher-in-charge confirms the risk management plan includes:

- foreseeable risk factors and the actions that apply for both students and supervisors;
- identified and assessed foreseeable risks, and risk mitigation strategies put in place to minimise or eliminate those risks. See *Appendix B: Risk Management Plan* and *Appendix C: Emergency Response Plan*; and
- options for emergency transport and the availability of support or safety craft.

See the *Excursions in Public Schools Procedures* for a copy of the proposal for excursion form. This provides a more detailed template to complete prior to conducting any activity off school site. A copy of the documentation is to be taken on the activity and retained by the Department teacher-in-charge. A copy of the documents must also be retained by the Department site manager.

### A.14.2. EMERGENCY RESPONSE PLAN REQUIREMENTS

The Department teacher-in-charge must prepare the emergency response plan to confirm that all participants will have access to emergency support without compromising the safety and welfare of the group, or a casualty (see *Appendix B: Risk Management Plan* and *Appendix C: Emergency Response Plan*).

The *Risk Management Plan* and *Emergency Response Plan* must be included in the documentation taken on the activity. A copy of the plans must also be retained by the Department site manager.

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

- prioritising tasks in an emergency;
- emergency contact details; and
- the circumstances in which external help will be called upon (e.g. notification of the police, principal, office of the external provider (which might have its own procedures to follow)).

The Emergency Response Plan must also 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 participants;
- the first aid qualifications, skills and experience of supervisors;
- the name and address of the venue, site, external provider and all relevant contact numbers;
- an evacuation plan and the name of the supervisor who will manage any evacuation;
- a map of the area(s) to be used, showing the location of the nearest telephone, land manager, first aid and emergency services, ranger's residence, hospital, State Emergency Service office, police, nursing station or other relevant information;
- planned and alternative travel routes, the estimated time of departure and estimated time of arrival;
- transport details: the number, type and registration number of vehicle/s; and access details (e.g. by foot, 2 or 4-wheel drive), including barriers (e.g. such as supervisors who cannot drive particular types of vehicles);
- a list of resources/equipment the group is travelling with (e.g. first aid kits, number of staff and external providers with first aid qualifications, stretchers, number and type of vehicles and other camping or specialist equipment, etc.);
- details of support crafts (if relevant), the coastal area 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 or safety vehicle or craft in the event of an emergency; and
- an assembly point in a safe area.

#### A.14.3. DETAILS OF PARTICIPANTS' HEALTH OR MEDICAL REQUIREMENTS

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

The Department teacher-in-charge or a nominated supervisor has ready access to:

- Student Health Forms and Health Care Plans of those students known to have particular health or medical requirements;
- the medical details of all supervisors; and
- required medication, directions for using those medications (for specific students and supervisors), and storage arrangements.

#### A.14.4. NOTIFYING EXTERNAL SUPPORT SERVICES IN AN EMERGENCY

Parameters for seeking external support should be documented.

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.

**Guidance**

*Parameters for seeking external support include, but are not limited to, pre-determined triggers for seeking outside support services such as notifying the police or site manager and/or when other emergency response options will be enacted.*

*Future actions cannot be prescribed as responses are better informed by information gathered at the site and at relevant points in time.*

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

Emergency equipment relevant to the specific activity, environment, 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 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 that participants can be appropriately charged.

**Guidance**

*To comply with the Department's Accounting Procedures, schools are encouraged to download and use the Pricing Instructions (Camps and Excursions) and the Worksheet (Camps and Excursions) available from the [Finance for schools website](#) (staff only).*