

Help for non-English speakers



If you need help to understand the information in this policy, please contact the school office by phoning 03 9578 1327.

Purpose

To explain to our school community the processes and procedures Ormond Primary School will use when planning and conducting camps, excursions and adventure activities for students.

Scope

This policy applies to all camps and excursions organised by Ormond Primary School. This policy also applies to adventure activities organised by Ormond Primary School, regardless of whether or not they take place on or off school grounds, and to school sleepovers.

This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Ormond Primary School will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

Definitions

Excursions are activities organised by the school where the students:

are taken out of the school grounds (for example, a camp, day excursion, school sports);

undertake adventure activities, regardless of whether or not they occur outside the school grounds;

Attend school 'sleep-overs' on school grounds

Camps are excursions involving at least one night's accommodation (including school sleep-overs).

Local excursions are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

Adventure activities are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's Policy and Advisory Library, at the following link:

<https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

Policy

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom. For all camps and excursions, including adventure activities, our school will follow the Department's Policy and Advisory Library: [Excursions](#).

Planning Process for Camps and Excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Ormond Primary School's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire activity in the excursion location. In the event of a Code Red Day being announced, excursions or camp activities in effected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Ormond Primary School is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the organising teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

Please see the appendices for the required documentation that must be completed by the organising teacher(s) prior to the camp/excursion.

Supervision

Ormond Primary School follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

Parent Volunteers

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. When deciding which parents/carers will attend, the organising teacher will take into account: any valuable skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students.

Volunteer and External Provider Checklist

Prior to volunteering with any school-based activity, Ormond Primary School requires all external providers working directly with our students to have a current Working with Children Check card.

Volunteer Parents are also required to hold a current Working with Children Check. In addition, volunteer parents and carers are also required to complete a school-based induction. The completion of these activities (OH&S Induction, Child Safe Code of Conduct, attending an information session on how the camp/excursion will operate, etc.) will be organised by the teacher in charge.

Parent/Carer Consent

For all camps and excursions, other than local excursions, Ormond Primary School will provide parents/carers with a specific consent form outlining the details of the proposed activity. Ormond Primary School uses Compass to inform parents about camps and excursions and to seek their consent. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Ormond Primary School will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Ormond Primary School will also provide advance notice to parents/carers of an upcoming local excursion through a Compass notification. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Ormond Primary School will notify parents once only prior to the commencement of the recurring event.

Parent Payments for Camps and Excursions

Camps and excursions are designed to enhance and broaden the schooling experience for our students but are not a mandatory component of our curriculum. These activities are provided on a user-basis in accordance with the Department's Parent Payments Policy.

The cost of all camps and excursions are to be paid by parents or carers unless alternative arrangements have been agreed to by the principal prior to the excursion. All families will be given sufficient time to make payments for all activities. Consent forms will have clearly stated payment amounts and payment finalisation dates.

Students who have not finalised payment by the required date will not be allowed to attend unless the principal determines exceptional circumstances apply.

Where a camp or excursion is provided as part of the standard curriculum requirements, parents will be invited to make a voluntary contribution, but all students will be able to attend, regardless of whether their parents contribute.

Financial Help for Families

Ormond Primary School will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the business manager, principal or organising teacher as soon after the notifications are distributed as possible. The business manager, principal or organising teacher can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or are temporary foster

parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

Refunds

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally, we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

Student Health

It is the responsibility of parents and carers to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. A first aid kit will be taken by teachers on all camps and excursions.

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

Behaviour Expectations

Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.

Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*. The decision to exclude a student will be made by the principal or assistant principal, in consultation with the organising teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.

If, on a camp or excursion, the teacher in charge considers an individual student's behaviour does not meet required standards, then the principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances, the parent/carer is responsible for the collection of the student and any costs associated with this.

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy*, *Student Code of Conduct* and *Bullying Prevention Policy*.

Electronic Devices

Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the principal. The principal will only approve students bringing electronic devices to a

camp or excursion in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

Food

Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the organising teacher or included as an item on the clothing and equipment list for that camp or excursion.

Accident and Ambulance Cover

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated, Ormond Primary School and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.

Communication

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request
- Included in communication regarding specific camps and excursions

Please note that all camps and excursions are run in line with our Camps and Excursions Policy. In particular, parents should be aware that:

- *All parent helpers and volunteers must complete the volunteer induction before attending and must hold a valid Working with Children Check*
- *It is the responsibility of parents/carers to ensure the school has up to date information in relation to their child(ren)'s health*
- *If, on a camp or excursion, the teacher in charge considers an individual student's behaviour does not meet required standards, parents/carers will be contacted to collect him/her at their own expense. No refunds will be provided in this case.*

Further information and resources

This policy should be read in conjunction with the following Department policies and guidelines:

- [Excursions](#)
- [Camps, Sports and Excursions Fund](#)
- [Department of Education and Training's Excursion Guidelines](#)

The following school policies are also relevant to this Camps and Excursions Policy:

- [Statement of Values and School Philosophy](#)

- [Student Wellbeing and Engagement Policy](#)
- [Volunteer Policy](#)
- [Duty of Care Policy](#)
- [Inclusion and Diversity Policy](#)
- [Parent Payment Policy](#)

Policy Review and Approval

Policy last reviewed	Term 4, 2024
Consultation	Student Leaders, October 2024 Parents via the school newsletter, October 2024 Community Engagement Subcommittee, October 2024 School Council, December 2024
Approved by	Principal
Next scheduled review date	Term 4, 2028

Excursion Documentation (page 1 of 2)

	Local Excursion	Day Excursion	Overnight Excursion	Interstate*	Overseas	Adventure Activities
<u>Local Excursions Annual Consent Form</u>	X					
<u>Notification of Local Excursions</u>	X					
Reminder to update medical information	X	X				
<u>Consent Form</u>		X	X	X	X	X
<u>Medical Information Form - Day Excursions involving Adventure Activities</u>				If a day excursion involving adventure activities		X
<u>Medical Information Form - Camps and Overseas Excursions</u>			X	If a camp/overnight excursion	X	
Evidence of <u>Risk Assessment Template</u>	X					
<u>Risk Register</u>		X	X	X	X	X
Log Excursion on <u>SAL</u>	X	X	X	X	X	X
<u>Staff Travel Application</u>				X	X	
<u>Excursions – Principal Approval Form</u>			X	X	X	X
<u>Emergency Management Plan</u>		X	X	X	X	X

Excursion Documentation (page 2 of 2)

	Local Excursion	Day Excursion	Overnight Excursion	Interstate*	Overseas	Adventure Activities
<u>Pre-Activity Check for outdoor Adventure Activities</u>						X
<u>Student Skills swimming and water-based activities template</u>						For swimming and water-based activities
<u>Communications Plan</u>			Depending on location	Depending on location	X	Depending on location
<u>Camps, excursions swimming and water-based activities checklist</u>	X	X	X	X	X	X

Timeframes (page 1 of 2)

Excursion/Camp Planning	At least	Completed (initial)
<p>The Department of Education's e-learning module and excursion policy must be consulted by the teacher in charge before organising a camp.</p> <p>PAL Excursion Policy – https://www2.education.vic.gov.au/pal/excursions/resources</p> <p>Staff responsible for organising excursions of any type are also encouraged to complete the module.</p>	1 term in advance	Initial here
<p>Step 1 – Approval</p> <p>All incursions, excursions, sports activities, adventure activities and camps require principal approval. It is essential you identify the educational purposes of the activity relevant to the school's curriculum.</p> <p><i>*Check the school calendar for clashing events prior to completing forms*</i></p>	8 weeks in advance	Initial here
<p>Step 2 – Purchase Orders and Bookings</p> <p>Purchase orders are required prior to making a booking. Purchase orders can be created from the details listed on your quote. Once your purchase order has been approved, you can then confirm your bookings with providers and transport.</p> <p><i>*Forward you quote to the Business Manager if you need a creditor to be added to Compass*</i></p>	8 weeks in advance	Initial here
<p>Step 3 – Costing</p> <p>Research and prepare costing for events, excursions, sports activities or camp. Complete the costing form (including quotes from providers and transport). Provide completed costing form, quotes and principals' approval form to the business manager for cots approval.</p> <p>Camp only: Food components must be provided as a separate amount as this cost attracts GST and must be charged separately to families.</p> <p><i>*After costing is approved, quotes can be accepted*</i></p>	7 weeks in advance	Initial here
<p>Step 4 – Compass Event</p> <p>Prepare Compass event for approval. Once approved, parent payments will be available on Compass through the event.</p> <p><i>*Final payments must be due no later than 1 week before an excursion or 2 weeks before a camp*</i></p>	7 weeks in advance	Initial here
<p>Step 5 – Medical Forms and Packing List (Camp only)</p> <p>Medical forms and packing lists should be made available in the Compass event. Please note: Medical forms must be handed to the first aid officer no later than 1 week prior to camp. The first aid office will prepare children's medications that are kept at school and first aid kits will be collected on the morning of departure.</p> <p><i>*Nominated teacher is responsible for adding medication details to the Medical Log form which is taken on camp*</i></p>	6 weeks in advance	Initial here
<p>Step 6 – Monitor Response Rates</p> <p>Check how many students have declined/not responded and follow up with parents to ascertain the reason for their decision/non-engagement. Support the families in consultation with the principal and business manager to complete the process so the student can attend.</p>	5 weeks in advance	Initial here
<p>Step 7 - Risk Register & Student Activity Locator</p> <p>Complete the appropriate Risk Register links listed below Complete the Student Activity Locator</p>	3 weeks in advance	Initial here

Timeframes (page 2 of 2)

Excursion/Camp Planning	At least	Completed <i>(initial)</i>
<p>Step 8 – Monitor Response Rates</p> <p>Check how many students have declined/not responded and follow up with parents to ascertain the reason for their decision/non-engagement. Support the families in consultation with the principal and business manager to complete the process so the student can attend.</p>	3 weeks in advance	Initial here
<p>Step 9 – Medications</p> <p>Ensure all students that are attending an activity have the appropriate medications, e.g. asthma puffers and EpiPens, as well as first aid kits. <i>Camp only</i> – Medications from home that are required on camp need to be handed in by parents to nominated staff members prior to the students leaving the school. Information will be transferred to the Medical Log which is taken on camp.</p>	1 week in advance	Initial here
<p>Step 10 - Monitor Response Rates</p> <p>Check how many students have declined/not responded and follow up with parents to ascertain the reason for their decision/non-engagement. Support the families in consultation with the Principal and Business Manager to complete the processes so the student can attend.</p>	1 weeks in advance	Initial here
<p>Step 11 – Staff, Volunteers & Pre Activity Check List</p> <p>Ensure Staff-student ratios are followed, staffing rolls and responsibilities set out and communicated to all staff attending. Plan for Yard Duty to be covered while staff are attending activity/camp. Communicate with Assistant Principal who will be attending the activity. Ensure you allow for unexpected staff absences and have replacement staff on standby Organise an induction for all volunteer parents to ensure their roles, responsibilities and expectations are clear (see induction process below). Complete the pre activity checklist.</p>	1 week in advance	Initial here
<p>Step 12 – Students</p> <p>Students who are remaining at school have work arranged for the day(s) and have been allocated a split grade. Provided split grade lists 1 week prior to the assistant principal and relevant teachers.</p>	1 week in advance	Initial here
<p>Step 13 – On the day reminders</p> <p>Hold a brief meeting prior to school with staff members attending excursion to establish clarity of day/rolls and ensure all Child Safe measures have been addressed. Hold a brief meeting for volunteers to ensure roles, responsibilities and expectations are clearly understood. Ensure all medications and first aid kits have been collected, and arrangements have been made for students remaining at School (Split Grades)</p>	Day of activity	Initial here

Camps, Excursions, Swimming and Water-Based Activities Checklist (page 1 of 6)

This checklist assists schools to prepare for an excursion in line with the Department of Education's [Excursions Policy and Guidelines](#).

- Part A must be completed for all local excursions, day excursions and overnight camps
- Part B must also be completed if the excursion includes any swimming and/or water-based activities
- The checklist must be signed and dated by the school principal
- There are additional requirements for [Overseas Excursions](#)

Responsibilities

Teacher-in-charge (TIC)	The teacher-in-charge of excursions is responsible for the supervision plan, which must be approved by the school principal as part of the excursion approval process.
Excursion staff	All staff members must supervise students according to the supervision plan and in accordance with their duty of care.
Principal (P)	The supervision plan must be approved by the school principal as part of the excursion approval process.

Camps, Excursions, Swimming and Water-Based Activities Checklist (page 2 of 6)

Part A – Camps and excursions checklist

Teacher in charge – (TIC) Principal – (P)

Requirement		Person(s) Responsible	Completed (initial)
PLANNING			
1.	Read the Excursions Policy and Guidelines on the Policy and Advisory Library.	P	
2.	For camps and for swimming and/or water-based excursion activities, the school staff with primary responsibility for organising the activity must complete the excursions eLearn module.	TIC P	
APPROVAL			
3.	<u>For local and day excursions (not involving adventure activities):</u> Principal approval must be sought using the template in this policy.	TIC	
	<u>For excursions with an overnight component or involving adventure activities:</u> Complete the Principal Approval form and any attachments (including risk register and, if required, emergency management plan, communication plan etc.). Provide this to the principal with sufficient time to allow the principal to review the documentation. See: Excursions Guidelines – Approvals .	P	
4.	Confirm that activities conducted on public lands, such as State Forest or National Parks, comply with current permit and access requirements. If planning an activity on Parks Victoria Land, schools must register their excursion with ParkConnect . See: Excursions Guidelines – Venue Selection .	TIC	
5.	<u>For interstate excursions:</u> Confirm teachers or principals attending the excursion have received appropriate approval. See: Excursions Guidelines – Approvals and Travel for School Staff .	TIC	
		P	
STAFFING			
6.	Determine the number of excursion staff required (including how many must be VIT registered teachers) and document this in the Supervision Plan.	TIC	
	Ensure that supervision ratios are correct for ALL aspects of the excursion eg if the excursion includes adventure activities, (including swimming) activity specific ratios apply. See: Excursion Guidelines – Supervision .	P	
7.	Ensure that all supervisory staff listed in the supervision plan, including any volunteers and external specialist staff, have a Working with Children Clearance.	TIC	
8.	Designate a member of staff as being responsible for first aid, ensuring they have appropriate qualifications, and source relevant first aid kit. See: Excursions Guidelines – First Aid .	TIC	
9.	Clarify the specific roles and responsibilities of each staff member (teachers, instructors, campsite staff, volunteers, etc) so they are understood by all staff and students prior to the commencement of the excursion.	TIC	

Camps, Excursions, Swimming and Water-Based Activities Checklist (page 3 of 6)

	Requirement	Person(s) Responsible	Completed (initial)
10.	<p><u>For excursions with an overnight component:</u> Ensure there is a dedicated school contact person in the event of an emergency, both during and outside of school hours.</p>	P	
TRANSPORTATION			
11.	Select an appropriate mode of transport See: Excursions Guidelines – Transport . Confirm that any bus or private vehicle has appropriate registration, and the driver has an appropriate licence and comprehensive insurance for the vehicle.	TIC	
12.	The use of private vehicles should be avoided unless necessary. If private vehicles are used ensure compliance with the Private Vehicle Use policy, including the completion of the application form (see below).	P	
EMERGENCY AND RISK MANAGEMENT			
13.	<p><u>For local excursions (not involving adventure activities):</u> Complete the Risk Assessment for Local Excursions template. This is evidence of consideration of the risks that may be encountered while on the excursion. See: Excursions Guidelines – Risk Management Planning.</p>	TIC	
	<p><u>For day excursions or excursions with an overnight component or involving adventure activities:</u> Complete the Excursions Risk Register and Emergency Management Plan template to identify, analyse, evaluate and address all student and staff health and safety risks during an excursion (including transportation, activities undertaken, excursion venues and staff or student illness) and any significant financial risks to the school and parents/carers (for example if an excursion needs to be cancelled). See: Excursions Guidelines – Risk Management Planning.</p>		
14.	<p><u>For excursions with an overnight component or involving adventure activities:</u> Include in the Excursions Risk Register and Emergency Management Plan responses to likely emergency situations and arrangements if the excursion needs to be cancelled, recalled or altered. See: Excursions Guidelines – Emergency or Critical Incident Management.</p>	TIC	
15.	Include in the Excursions Risk Register and Emergency Management Plan procedures to deal with the effects of an emergency on student supervision in the event of excursion staff being required to assist injured students or to go for help.	TIC	
16.	<p><u>For excursions involving adventure activities:</u> Ensure any requirements listed under the Adventure Activities Guidelines have been met. See Excursions Guidelines – Adventure Activities.</p>	TIC	
		P	
17.	<p><u>For excursions with an overnight component or involving adventure activities:</u> If conducting an activity in a remote location with limited access to technology and emergency services, develop a documented communication plan prior to the activity and attach to the Excursions Risk Register and Emergency Management Plan . See: Excursions Guidelines – Communication</p>	TIC	

Camps, Excursions, Swimming and Water-Based Activities Checklist (page 4 of 6)

	Requirement	Person(s) Responsible	Completed (initial)
USE OF EXTERNAL PROVIDERS			
18.	Confirm that any residential campsite is accredited by a provider recognised by the department. See: Excursions Guidelines – Venue Selection .	TIC	
19.	Assess the safety and suitability of the venue (including the environment) for the activities proposed. See: Excursions Guidelines – Venue Selection and External Providers .	TIC	
20.	Consult venue managers and activity providers about their risk management plans and processes. Include this information in the Excursions Risk Register and Emergency Management Plan .	TIC	
21.	Negotiate terms and conditions with external providers. This includes refusing to sign any Waivers of liability on behalf of students. (Students cannot be asked to sign waivers of liability). See: Liability, waivers, indemnities .	P	
22.	Confirm that external providers (including specialist instructors) hold appropriate public liability insurance and arrange appropriate insurance through the Victorian Managed Insurance Authority (VMIA) for interstate and overseas travel.	TIC	
23.	If external providers (including specialist instructors) are forming part of the supervisory team, ensure that they have the necessary skills or qualifications for the activity and include this in the Supervision Plan,	TIC	
COMMUNICATIONS WITH STUDENTS AND PARENTS/CARERS			
24.	Obtain written or electronic consent from parents/carers for school excursions (including adventure activities). Parents/carers must be provided with sufficient information about each aspect of the excursion. See: Excursions Guidelines – Consent for the requirements relating to informed consent .	TIC	
25.	Inform staff and students about appropriate clothing and personal equipment	TIC	
26.	<u>For local and day excursions (not involving adventure activities):</u> Seek up to date medical information from parents / carers. See: Excursions Guidelines – Student Medical Information .	TIC	
27.	Give students clear information about organisational and relevant safety arrangements, supervision roles, emergency procedures and expected standards of behaviour.	TIC	
28.	<u>For excursions with an overnight component:</u> Provide parents/carers the telephone numbers for the designated school contact person in the event of an emergency.	TIC	
FINAL PREPARATIONS			
29.	Complete the Student Activity Locator (SAL) online form at least 5 business days prior to the excursion.	TIC	
30.	Inform the regional director if an excursion leaves the school unoccupied.	P	

Camps, Excursions, Swimming and Water-Based Activities Checklist (page 5 of 6)

	Requirement	Person(s) Responsible	Completed (initial)
31.	<p><u>For excursions with an overnight component:</u></p> <p>Ensure that both the teacher-in-charge, principal and 24-hour contact person each have a copy of all the approval documentation. This includes detailed information that may be needed in an emergency such as:</p> <ul style="list-style-type: none"> itinerary and supervision plan, including the exact location of the excursion participants at all times, including during travel relevant telephone number/s to contact excursion staff in an emergency (for principals), or the school contact person (for the teacher-in-charge) names and family contacts for all students and staff copies of the consent and medical advice forms of students copy of the program's emergency response plan, including contacts for police, ambulance, doctor, hospital, fire brigade, 24 hour school contact number to be held by staff on the excursion and by the nominated school contact person copy of the completed approval proforma (including all attachments) submitted to the principal. 	TIC P	
32.	Review weather conditions ahead of planned excursions. This includes extreme weather (smoke, lightning, rain, wind, etc.) and significant fire risk or total fire ban days. Liaise with the region about whether the excursion should be cancelled or special precautions are required. See: Excursions Guidelines – Weather and Emergency Warnings .	TIC	
33.	Ensure that there is a first aid kit appropriate to the excursion location and proposed activities available.	TIC	
34.	Ensure all participating staff, including the school contact person, understand their specific roles and are familiar with the program itinerary, risk management plans and emergency response plan.	TIC	
35.	Familiarise excursion staff with the medical status of students, particularly with respect to epilepsy, diabetes, asthma and heart conditions. Also make staff aware of students with behavioural issues, or who may require additional support, and the support strategies for these students.	TIC P	
DURING ACTIVITY			
36.	Ensure you have the means to mark rolls, and a copy of all the approval documentation. This can be via an electronic device or paper copies.	TIC	
37.	Upon arrival, ensure that staff check the excursion venue to assess apparent dangers and hazards and prepare contingency plans if required.	TIC	
38.	Familiarise all excursion staff and students with emergency procedures. Explain emergency procedures as soon as practicable after arrival and conduct a trial evacuation exercise to ensure that procedures are appropriate and staff and students are familiar with them.	TIC	
AFTER THE EXCURSION			
39.	Record details of accidents or incidents on eduSafe Plus and report to the Incident Support and Operation Centre for incidents rated high and extreme – refer to Managing and Reporting School Incidents .	TIC	
40.	Store excursion documentation in accordance with the department's Records Management Policy .	TIC	

Camps, Excursions, Swimming and Water-Based Activities Checklist (page 6 of 6)

Part B – Swimming and water-based activity checklist

In addition to Part A above, this checklist assists schools to meet key requirements of the excursion policy and guidelines for all swimming and water-based activities, including instructional swimming, life-saving programs and recreational swimming at a pool, inland waterway and coastal waterways.

The requirements below must be met in order to schools to engage in any of the activities listed above.

	Requirement	Person(s) Responsible	Completed (initial)
31.	Ensure the specific requirements in the Swimming and Water-Based Activities guidelines for supervision ratios for swimming and water-based activities are met. Include this information in the Supervision Plan and communicate it to all Supervisory Staff .	P	
32.	Ensure that all qualification requirements in the Swimming and Water-based Activities Guidelines (refer sections 6.1, 6.2 and 6.3) are met and documented in the Supervision Plan.	P	
33.	Provide information to the external swimming venue about the swimming capabilities of all participating students (refer section 3.3 of the Swimming and Water-based Activities Guidelines).	TIC	
34.	Ensure students with special needs are accommodated to participate in the swimming and water-based activity and extra supervision is accounted for where applicable.	P	
35.	Ensure that the specific risks related to swimming and water-based activities are documented in the Risk Register and Emergency Management Plan, including the provision of rescue aids (refer section 5 of the Swimming and Water-based Activities Guidelines). Where the venue provides risk management advice, include these in the Risk Register and Emergency Management Plan.	P	
36.	Ensure students are briefed on the hazards and risks associated with the swimming and water-based activity, given directions on emergency procedures and to follow instructions by all supervisory staff.	TIC	

Principal's Signature

I have reviewed Part A – Camps and Excursions Checklist and Part B – Swimming and Water-Based Activity Checklist and confirm that all required items have been completed.

Principal's Signature	
Date	

Camps and Excursions Policy



Application to use private vehicle on official duty

This form is to be used to request approval to use a private vehicle on official duty. Information collected on this form is required to determine the entitlement and the personal information provided will be kept secure against unauthorised use or disclosure. It is your responsibility to ensure all details are current and up to date by submitting another form if required.

Privacy: The information collected on this form is for the purpose set out above and is required to process your request. Your information will not be disclosed without your consent or unless authorised or required by law. You are able to request access to the personal information that the Department holds about you and request that it be corrected by contacting your Principal/Manager. Information about contacting the People Division is available at: <http://www.education.vic.gov.au/hrweb/Pages/contactus.aspx> Information about the Department's privacy policy is available at: <http://www.education.vic.gov.au/Pages/privacypolicy.aspx>.

Employee Details

Family Name:	Given name(s):
School Name/ Work Location:	Employee ID:

Details of Vehicle

Make:	Model:
Registration no.:	Registration Expiry Date: ____ / ____ / ____

Details of Vehicle Owner *(if employee is not owner of vehicle)*

Name of the registered owner of the vehicle:	Is the vehicle comprehensively insured? <input type="checkbox"/> Yes <input type="checkbox"/> No
What is your relationship to the vehicle's owner?	Are you as a driver covered by comprehensive insurance when driving the vehicle? <input type="checkbox"/> Yes <input type="checkbox"/> No

Vehicle Insurance Details

Name of Insurer:	Policy Number:
Does the comprehensive insurance policy indemnify your employer as an additional insured, ensuring that the State of Victoria is covered? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Declaration by Employee

I declare that as the owner of the vehicle I will maintain the registration of the vehicle and a comprehensive insurance policy that includes liability at law by way of damages of not less than \$20 Million and indemnity for my employer, ensuring that the State of Victoria is covered or that as the driver of the vehicle I am covered by comprehensive insurance which covers my employer including the State of Victoria.

Employee Signature: _____ Date: ____/____/____
(electronic submission of this form constitutes acceptance of the above declaration)

Approval

Use of Private Vehicle approved for the period: **Start Date:** ____/____/____ **End date** *(where applicable):* ____/____/____

Principal or Manager's Signature: _____ Date: ____/____/____

Principal/Manager's Name *(Please print):* _____

Principal Approval Template (page 1 of 8)

This document details minimum requirements for approval of excursions, which include overnight components, camps, interstate/overseas visits, excursions requiring sea or air travel, excursions involving weekends, vacations or adventure activities. It must be submitted to the principal for approval prior to the excursion.

Please note:

- All information in this document is required. Add attachments if necessary.
- Complete the [Student Activity Locator \(SAL\)](#) at least three weeks prior to the excursion.
- Sections with an * have explanatory notes included at the end of this document.

Summary	
Name of program:	
Year level(s):	
Location(s): <i>List all</i>	
Date(s)*:	
Teacher-in-charge:	
Educational Purpose*	
<p><i>Q. What do you hope the students will learn from the program?</i></p> <p><i>Q. How will the program aim to achieve the educational purpose?</i></p>	

Principal Approval Template (page 2 of 8)

Program Detail	
<i>include*: detailed daily itinerary (including morning, afternoon and evening activities); supervision strategy for all aspects of the itinerary; alternative program in the event of changed circumstances</i>	
<p><i>Detailed daily itinerary (including morning, afternoon and evening activities)</i></p> <p><i>Details of transport requirements between locations (if required)</i></p> <p><i>Supervision strategy for all aspects of the itinerary</i></p> <p><i>Alternative program in the event of changed circumstances</i></p> <p><i>Permit and/or access requirements</i></p>	
Overnight Accommodation*	
Type of accommodation: <i>delete, as appropriate</i>	Accredited residential campsites Tents/camping Other (please specify)
Physical location: <i>name, address, map or grid reference</i>	
Contact phone number(s):	Residential Campsite: Staff Mobiles: Other:

Principal Approval Template (page 3 of 8)

Adventure Activities	
<p>Which activities have been planned to occur during the program?</p> <p><i>delete the ones that will not be included</i></p>	<ul style="list-style-type: none"> Abseiling Artificial climbing and abseiling walls Bushwalking Camping Canoeing/kayaking Challenging rope courses Cycling Horse riding Orienteering Rafting Rock climbing Sailing Scuba diving Sea kayaking Snorkelling Snow activities Surfing Swimming Water skiing Windsurfing
<p>Please highlight this section to confirm that the teacher-in-charge has read the Excursions Policy and Guidelines and relevant mandatory adventure activity guidelines.</p>	
<p>Please highlight this section to confirm that the conduct of each activity will comply with the requirements outlined in the Excursions Policy and Guidelines and the adventure activity guidelines for that activity.</p>	
Risk Register	
<p>Please highlight this section to confirm that a risk register for the excursion has been completed and attached to this submission (see below).</p>	

Principal Approval Template (page 4 of 8)

Travel Insurance Arrangements	
<p>Does your excursion involve interstate or overseas travel?</p> <p><i>Delete as appropriate</i></p>	<p>Yes <i>(please complete below)</i></p> <p>No <i>(please continue to the next section)</i></p>
<p>Have you arranged appropriate travel insurance through the Victorian Managed Insurance Authority (VMIA)?</p> <p><i>See the Insurance Arrangements Guidelines for Schools for further information</i></p>	<p>Yes <i>(please provide evidence of travel insurance with VMIA)</i></p> <p>No <i>(please indicate travel insurance arrangements here)</i></p>
Transport Arrangements	
<p>Please indicate what type of transport will be utilised*</p> <p><i>Delete as appropriate</i></p>	<p>Internal</p> <p>External</p> <p>Both</p>
<p>Types of transport and seating capacity:</p>	
<p>Will a member of the supervising staff be driving students?</p> <p><i>Delete as appropriate</i></p>	<p>Yes <i>(Please list the drivers her and submit the Application to Use Private Vehicle on Official Duty Form below)</i></p> <p>No</p>
<p>Approximate distance between school and destination:</p>	
<p>Please highlight this section to confirm that all transport requirements comply with the advice in the Excursions Policy and Guidelines, School Owned and Hired Vehicles Policy, Private Car Use Policy and VicRoads regulations.</p>	

Principal Approval Template (page 5 of 8)

Budget			
Income		Expenditure	
Parent payments <i>user-pays fees or curriculum contributions*</i>		Transport	
Other income		Food	
		Accommodation	
		Staffing	
		Equipment	
		Contingency funds	
		Other expenditure	
Total income		Total expenditure	
Students			
Number of female students:			
Number of male students:			
Number of self-described students:			
List required student preparation, if any:			
List any additional information relevant to the student cohort:			

Principal Approval Template (page 7 of 8)

Documentation to be lodged prior to departure:

Copies of the following completed documents will be lodged with the principal or nominee and the designated school contact, before the program commences:

- Camps, Excursions, Swimming and Water-based Activity Checklist** *(see below)*
- Signed informed consent from parents/guardians** *(Compass)*
- Completed medical form for all students and staff**
- Detailed itinerary with specific locations and contact numbers**
- A copy of map(s), including map name, access routes and grid references, if required**
- Staff and student equipment and clothing lists**
- Group equipment lists, if necessary**
- A supervision plan that outlines staffing allocations for activities and for non-programmed periods.** *This may form part of the detailed itinerary. It must maintain at least the minimum prescribed staffing for adventure activities.*
- Student skills swimming and water based activities template (for Adventure Activities involving swimming and water-based activities)**
- Completed documentation for staff qualifications and experience**
- Risk register**
- Emergency response plan, including contacts for police, ambulance, doctor, hospital, fire brigade, 24-hour school emergency contact number.** *This is to be held by staff on the excursion and by the nominated school contact person.*
- Evidence of travel insurance** *(for interstate and overseas excursions only)*
- Communication plan** *(required for overseas excursions and excursions to remote locations)*
- Other school-specific information**

Please highlight this section to confirm that all required documentation indicated on this form will be completed prior to the program starting.

Teacher-In-Charge

Name, Signature, Date

Approved by the Principal:

Name, Signature, Date

Principal Approval Template (page 8 of 8)

Explanatory Notes	
Dates:	Consider how the time of year may impact on the wider school program or the effect of seasonal weather conditions.
Educational purpose and program outline:	<p>Whatever you hope the students will learn from the program is its educational purpose. The program overview should give school council a basic understanding of how the program aims to achieve the educational purpose. For example: A three-day residential camp including bushwalking and orienteering to encourage an understanding of the natural environment; develop team working ability; and, introduce map reading and navigational skills in an experiential way.</p> <p>The supervision strategy should include the nature and level of supervision provided throughout the excursion or activity. You must consider all programmed and non-programmed periods.</p> <p>Each different location in must be detailed, including the dates at each location. This will have an impact on transport requirements and the emergency response needs of the program.</p> <p>Contact land managers to determine if permit or access requirements apply for activities that are conducted on public land or in state/national parks.</p> <p>Joint excursions with other schools must be approved by each school council. Each school must submit an online notification on the Student Activity Locator.</p>
Overnight accommodation:	<p>This includes all forms of overnight accommodation.</p> <p>Residential camping is at sites with permanent facilities like dormitories, kitchen, showers, toilets, phones and recreation options.</p> <p>Residential campsites operated or used by Victorian government schools must be accredited with a Department of Education and Training recognised accreditation provider. See Excursions Guidelines – Venue Selection for current accreditation providers.</p> <p>When using venues that do not require accreditation such as caravan parks, motels/hotels or ski lodges, schools may wish to refer to the accreditation criteria of a recognised accreditation provider when developing their risk management plan.</p> <p>Provide details of all accommodation being used with your submission to the principal.</p>
Parent Payments	<p><u>Activities required for the delivery of the Curriculum</u></p> <p>Where a school determines that a camp or excursion is to be provided for all students to meet the standard requirements of the curriculum, parents can be invited to make a voluntary curriculum contribution. All students are treated the same regardless of whether their parents contribute.</p> <p><u>Activities provided on a user-pays basis</u></p> <p>Where a school determines that a camp or excursion is above and beyond what is provided by the school for free to deliver the standard requirements of the curriculum, these activities are provided on a user-pays basis and categorised in extra-curricular items and activities. Schools must still deliver the requirements of the curriculum to a student who does not participate in the camp or excursion.</p> <p>Schools must apply the Financial Help for Families policy in relation to camps and excursions provided on a user-pays basis to support families experiencing financial hardship.</p>
Transport	<p>Internal transport is provided by school-owned or private, staff-owned vehicles. External transport is transport provided by contractors, parents or other external providers.</p> <p>If a teacher or staff member will be driving students, the program should allow them adequate rest time prior to driving.</p>
Supervising staff	<p>A Working with Children Check is required for staff members who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose child is participating in the activity/excursion.</p>

Communication Checklist (page 1 of 1)

While on camp or offsite excursion, the teacher in charge is responsible for keeping in contact with the school and for ensuring the following communication procedures are followed:

- Contact the school on arrival at your destination so communication can be sent to parents.
- Send a daily briefing note to the principal or assistant principal at the end of the day (for an excursion), or every day (for a camp), including photographs, where relevant, that can be communicated with parents via our social media platforms.
- Contact the school with an expected time of arrival back at the school that can be shared with the parents. As a general rule, parents will be invited to collect their children from school at least 10 minutes after the expected arrival time to ensure all students and staff can be offloaded from the bus safely before being dismissed.
- On arrival back at school, ensure all students are escorted back onto the school grounds and dismissed by the classroom teacher, or other responsible staff member. Please ensure that every student who is collected is ticked off the paper roll and these roles are stored by the office for future reference, if required.

Clothing and Personal Equipment List (page 1 of 1)

General Considerations

- Clothing taken on outdoor or adventure programs should allow participants to be comfortable and protected in a range of conditions, regardless of the season.
- Practicality is the key: clothing is quick drying and resistant to damage is ideal.
- Clothing should fit well – unsuitable or ill-fitting clothing can impair student participation and may be hazardous.
- All personal items and baggage should be clearly marked with the owner's name.

All students are required to bring the following clothing and equipment

- | | | |
|--|--|--|
| <input type="checkbox"/> Sun hat | <input type="checkbox"/> Underwear | <input type="checkbox"/> Camera |
| <input type="checkbox"/> Trainers | <input type="checkbox"/> Socks | <input type="checkbox"/> Thongs |
| <input type="checkbox"/> Spare trainers | <input type="checkbox"/> Pyjamas | <input type="checkbox"/> Towel |
| <input type="checkbox"/> Water bottle | <input type="checkbox"/> Sleeping bag | <input type="checkbox"/> Sunglasses |
| <input type="checkbox"/> Raincoat | <input type="checkbox"/> Sleeping mat | <input type="checkbox"/> Thermal underwear |
| <input type="checkbox"/> Warm jumper | <input type="checkbox"/> Pillow and pillow case | <input type="checkbox"/> Gloves |
| <input type="checkbox"/> Long pants | <input type="checkbox"/> Single bed sheet | <input type="checkbox"/> Beanie |
| <input type="checkbox"/> Windcheater | <input type="checkbox"/> Soap | <input type="checkbox"/> Warm overcoat |
| <input type="checkbox"/> Shorts | <input type="checkbox"/> Toothbrush and Toothpaste | <input type="checkbox"/> Torch |
| <input type="checkbox"/> Swimmers | <input type="checkbox"/> Sunscreen | <input type="checkbox"/> Insect repellent (roll on or cream only please) |
| <input type="checkbox"/> Long sleeve warm shirt or thermal top | <input type="checkbox"/> Personal medical requirements | |
| <input type="checkbox"/> Woollen jumper | | |
| <input type="checkbox"/> T-shirts | | |

Students may also choose to bring

- | | | |
|--|--|--|
| <input type="checkbox"/> Reading material (non-electronic) | <input type="checkbox"/> Soft toy or other comfort | <input type="checkbox"/> Spending money for the gift shop (\$20 maximum) |
|--|--|--|

The following items are not permitted

- Medication, unless documented with the teacher-in-charge
- Personal communication devices (mobile phones, iPads, smart watches, etc.)

Please note: students must be able to independently manage and carry their own luggage, with may include steps and short walks. All items brought on camp are the responsibility of each student. Neither the staff/volunteers nor the school are responsible for the safe return of belongings.

Excursions Risk Register and Emergency Management Plan (page 1 of 5)

This template must be completed and submitted as part of the approval process when organising

- Day excursions
- Overnight stays
- Interstate travel

- Overseas travel
- Travel via sea or air

Refer to the [Adventure Activity Guidelines](#) for the requirements that must be met for each individual activity.

Step 1: Establish the Context	
Activity Type:	
Year level(s):	
Location(s): <i>List all</i>	
Date(s)*:	
Teacher-in-Charge:	
Other Supervising Staff	



Excursions Risk Register and Emergency Management Plan (page 2 of 5)

RISK REGISTER					
Step 2 – Risk Identification		Step 3 – Risk Analysis	Step 4 – Risk Evaluation	Step 5 – Risk Treatment	
Risk	Causes and Consequences	Existing controls	Current risk rating	For ratings High or above	New risk rating
<i>What are the hazards?</i>	<i>What is the harm associated with the hazard?</i>	<i>What do we have in place to reduce the risk?</i>		Remember to identify who is responsible	
People (skill, experience, health, fitness, behaviour, other people, groups or crowds)					
COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY					
FOR EXAMPLE Student exposed to potential harm due to child safety situational risk.	Causes <ul style="list-style-type: none"> Inappropriate conversations or behaviour Lack of awareness regarding child safety procedures & reporting requirements Consequences <ul style="list-style-type: none"> Students feel unsafe Physical or psychological injury 	<ul style="list-style-type: none"> Check WWCC for all supervisors, staff and volunteers Put in place controls that take into account whether the venue is also subject to the Child Safe Standards Follow the school's child safe standards policy and procedures Dedicated space for exclusive use by school negotiated prior to event Movement of students only allowed within clearly defined boundaries Movement of students only allowed within clearly defined boundaries All staff carry mobile phones for ease of communication & students, staff and volunteers informed about who to report behaviours of concern to Students aware of identifying clothing (e.g hi-vis vests) worn by staff during pre-activity safety briefing 	Extreme High Medium Low	(Name and position of the person responsible)	
FOR EXAMPLE Student suffers medical emergency that requires hospitalisation	Causes <ul style="list-style-type: none"> Allergic reaction Consequences <ul style="list-style-type: none"> Physical injury 	<ul style="list-style-type: none"> Relevant medical information including allergies is collected and documented Staff are briefed on emergency management/ incident response plan and are aware of their individual roles, who to contact and have phones and numbers 	Extreme High Medium Low	(Name and position of the person responsible)	
FOR EXAMPLE Students not aware of potential risks	Causes <ul style="list-style-type: none"> Ineffective communication with the group before or during the activity Consequences <ul style="list-style-type: none"> Student injured 	<ul style="list-style-type: none"> In the pre-session safety briefing, staff will explain all relevant hazards 	Extreme High Medium Low	(Name and position of the person responsible)	



Excursions Risk Register and Emergency Management Plan (page 3 of 5)

<p>##other risks to consider:]</p>	<p>Causes</p> <ul style="list-style-type: none"> • <p>Consequences</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
<p>Equipment (clothing, ropes, etc). COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY</p>					
<p>FOR EXAMPLE <i>Inappropriate clothing e.g. sun protection</i></p>	<p>Causes</p> <ul style="list-style-type: none"> • Unexpected weather change <p>Consequences</p> <ul style="list-style-type: none"> • sunburn 	<ul style="list-style-type: none"> • Ensure adequate planning 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
<p>FOR EXAMPLE <i>Damaged or faulty equipment</i></p>	<p>Causes</p> <ul style="list-style-type: none"> • Equipment not maintained <p>Consequences</p> <ul style="list-style-type: none"> • Staff or student injury 	<ul style="list-style-type: none"> • Ensure school equipment is regularly maintained or fit for purpose and check equipment before conducting activity 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
<p>##other risks to consider:]</p>	<p>Causes</p> <ul style="list-style-type: none"> • <p>Consequences</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
<p>Environment (weather, remoteness, terrain, shelter and structures). COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY</p>					
<p>FOR EXAMPLE <i>A student or group of students get into difficulty.</i></p>	<p>Causes</p> <ul style="list-style-type: none"> • Walking at night • Extreme weather <p>Consequences</p> <ul style="list-style-type: none"> • Injury 	<ul style="list-style-type: none"> • Provide appropriate supervision • Complete pre-activity checklist and take steps accordingly 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
<p>##other risks to consider:]</p>	<p>Causes</p> <ul style="list-style-type: none"> • <p>Consequences</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
<p>Other risks COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY</p>					



Excursions Risk Register and Emergency Management Plan (page 4 of 5)

<p>OR EXAMPLE</p> <p><i>Transport</i></p>	<p>Causes</p> <ul style="list-style-type: none"> <i>Inappropriate transport option</i> <i>Unreliable transport / driver</i> <i>Driver not appropriately qualified</i> <p>Consequences</p> <ul style="list-style-type: none"> <i>Physical or psychological injury</i> <i>Litigation / adverse court ruling</i> <i>Inconvenience / lost time</i> 	<ul style="list-style-type: none"> <i>The teacher-in-charge will ensure that excursion transport meets the requirements outlined in Excursion Support - Transport</i> <i>Where safety equipment is provided / required it is to be worn / used</i> 	<p>Extreme</p> <p>High</p> <p>Medium</p> <p>Low</p>	<p>(Name and position of the person responsible)</p>	
--	--	--	---	---	--

EMERGENCY MANAGEMENT PLAN add additional details as necessary			
Key contacts			
Teacher-in-charge		Venue contact	
First aid staff		Principal	Patrick Halpin: 0405 655 271
School reception	03 9786 5197	Assistant Principal	Aaron Jones: 0439 132 490
DET – Incident Support and Operations Centre	1800 126 126 (24 Hours)	School 24 hour contact	Contact the Principal
Local emergency contacts			
Nearest Hospital		Fire/Police/Ambulance	000
Nearest Medical Centre		CFA	
SES		Other	
Evacuation response (attach maps and mark locations if required)			
Access points (emergency vehicles, helicopter etc.)		Time for school support to arrive	
Assembly points		Travel time to nearest medical help	



Excursions Risk Register and Emergency Management Plan (page 5 of 5)

Emergency Response Procedure

For students or staff with an existing medical management plan (e.g. Anaphylaxis Management Plan, Asthma Management Plan etc.) please attach the plan to this document. There is no need to complete additional emergency response procedures unless it is deemed necessary by the principal.

What (injury, illness, weather, environmental conditions)	Actions required (including equipment and location such as first aid, EpiPen etc.)	Who is responsible for each action?
<p>For example: <i>Medical emergency requiring hospitalisation</i></p>	<p><i>Contacting ambulance/ transporting student to [insert name of nearest appropriate hospital]</i></p> <p><i>Administration of first aid until student arrives at hospital/ ambulance arrives</i></p>	<p><i>Teacher-in-charge</i></p> <p><i>Teacher qualified in first aid</i></p> <p><i>Other staff</i></p>

Learning Specialist	Effie Liarakos: 0435 723 480
Business Manager	Helen Taylor: 0417 389 895
Senior Education Improvement Leader	Kevin Murphy: 0419 341 748
Student Support Services – Key Contact	Lauren Urbanek: 0475 966 719
Student Support Services – Team Leader	Greta Schulz: 0438 468 463
School Council President	Nerida Crake: 0435 723 480
Regional Director	Ian Burrage: 0407 361 504
Operations and Emergency Manager	Jody O’Kane: 0499 745 294
OHS Advisory Service	1300 074 715
Converge International	1300 291 071

Principal’s Signature

I have reviewed the Camps, Excursions, Swimming and/or Water-Based Activity Checklist and confirm that all items have been completed.

Principal’s Signature	
Date	

Emergency Management Procedures (page 1 of 7)

Venomous Bite

As in other first aid situations, prevention is better than cure. Staff should be aware that snakes are more likely to be encountered on warm, sunny days, especially in grassy areas and along creeks.

If it seems that snakes might be a problem, students should wear solid shoes, thick socks and (preferably) long trousers. Such clothing is likely to lessen the severity of a snake bite.

In the event of a snake bite occurring, the following treatment must be undertaken:

1. Use D-R-A-B-C approach (assess Danger, check for Response from the casualty, check Airway, Breathing, and Circulation) to assess the situation and the injured person.
2. Seek medical aid urgently.
3. Calm the bite victim.
4. Apply a pressure immobilisation bandage over the bitten area and around the limb, using a crepe or conforming bandage about 15 cm wide. If unavailable, use panty hose or similar material.
5. Apply the bandage firmly enough to compress tissue, but not so firmly as to restrict the flow of blood to the limb below the bandage.
6. Where the bite is to an arm or leg, bandage from the bite to the fingers or toes, then up to the armpit or groin.
7. Bandage as much of the bitten limb as possible.
8. Apply a splint to the bandaged limb with a second bandage.
9. Do not remove the splint or bandage once applied.
10. Continue to monitor the vital signs using "A-B-C" (Airway, Breathing, Circulation).

Warning

- Never wash the venom off the skin as retained venom will assist identification.
- Never cut or excise the bitten area.
- Never try to suck the venom out of the wound.
- Do not try to catch the snake. However, a description of the snake may assist medical aid.

Bandages applied during field treatment should not be released.

Speed in applying pressure to the bite and limb is essential. Also, a trace of poison on the pressure pad can assist the laboratory in positive identification of the snake so that the correct antivenin can be given.

For information about the identification and treatment of unknown bites, as well as up-to-date research into first aid treatment for snake and other venomous bites, see [Australian Venom Research Unit: <https://biomedicalsciences.unimelb.edu.au/departments/pharmacology/engage/avru>](https://biomedicalsciences.unimelb.edu.au/departments/pharmacology/engage/avru).

Emergency Management Procedures (page 2 of 7)

Bushfire

In the event of a bushfire, if possible, retreat to a safe area such as a river, broad track, rock or cleared area. Fire usually travels much faster up hill than down hill. However, it is virtually impossible to outrun a fire whether it is traveling up hill or down.

In case of an approaching or near-by fire

- Keep calm and reassure the group.
- Drink as much as possible and carry water.
- Saturate and cover up with clothing.
- Ensure the group stays together.
- Avoid dense undergrowth.
- Look for open or already-burnt ground.
- Keep to tracks if possible.
- Decide on the intended route and signals, and ensure all know them.
- Place experienced walkers in the front of the group to lead and in the whip position.
- Conserve as much energy as possible and take rests, if viable.

If trapped by fire

The heat radiated by fire is intense (320° Celsius compared to flames at 50° Celsius) and can badly burn skin, even some distance from the flames:

- Cover as much exposed skin as possible, preferably with woollen and thick clothing. (Synthetic clothing can melt whereas natural fibres are more fire resistant.)
- Wrap clothing and other material, such as a woollen jumper, around the head.
- Saturate clothing if possible.
- Wet a cloth to place over the face.
- Drink as much water as possible to guard against dehydration.
- Keep low (there is more air available to breathe near the ground).
- Shield the body from radiated heat (the intense heat is greatly impeded by opaque materials and passes over very quickly) by lying or crouching behind a log, stacked rucksacks, mounds of earth, wombat burrows (feet in first) or the bank of the river nearer the fire front. Never get into a water tank, as the water can boil.

Emergency Management Procedures (page 3 of 7)

Injury

In the event of a serious injury (or illness) to a student or staff member

- Provide appropriate first aid assistance for the injured person.
- Depending on the circumstances, contact ambulance, medical practitioner and/or the police (from the contact list carried by the leader). Do not delay in the hope that the person will recover.
- Protect and comfort the non-injured students.
- Notify the principal or school contact person who should notify the Department's twenty four-hour emergency communication centre, the regional office, and the parents of all students
- N.B. As the media often reports on situations without full or correct details, it is important that the parents of all students are made aware of the incident as soon as possible.
- Provide students and adults with appropriate first aid.
- Make sure the entire group is safe and warm.
- Keep detailed notes for a comprehensive report of the injury and incident, which must be retained by the school for purposes of legal liability.
- If the media becomes involved, handle them sensitively, isolating the students from reporters and cameras.
- If the police have attended, consider requesting the police officer in charge to inform and handle the media.
- For major incidents, assistance from police media liaison can be requested.
- In the case of a fatality, it is the role of the police, acting for the coroner, to contact the family.

After the event

- Post-trauma counselling for students and supervising adults is important and should be organised through the Department's regional offices.
- Record and file details of the incident that led to the injury and the resultant action.
- Consider what changes may need to be made through safety and risk management and planning for future activities.

Emergency Management Procedures (page 4 of 7)

Lost

Appropriate planning, preparation, organisation and management should remove or minimise the likelihood of anyone becoming lost during an outdoor activity. However, as a precautionary measure in locations where there is potential for participants to become lost, the following procedures should be considered in the planning and preparation.

Note: 'Lost' is defined as not just a navigational error, which could be confidently rectified given some time and effort, but total disorientation to the point of having no idea about one's actual location.

In the event of becoming lost

For remote areas – stay put:

- Conserve energy and body heat (that is, make yourself warm and comfortable and await help).
- Seek a sheltered spot, preferably away from running water (noise interferes with signals and voices).
- Ration food and water in case help is delayed.

Increase your visibility

- Display something bright, such as coloured clothing, tent or backpack.
- A smoky fire is one of the most useful means of attracting the attention of searchers. However, lighting a fire can be extremely dangerous in some circumstances and should only be lit if the group is confident it can manage a fire safely.
- Flash a torch or mirror.
- Use of a whistle-giving three short blasts at regular intervals. Searchers will use two short blasts in response if they hear the missing walkers.
- In order to conserve torch batteries and energy, only use a torch or whistle when searchers are heard or are likely to be nearby.

For areas with well-defined boundaries, use a self-recovery strategy

- Head to a named feature. (Give students a description, such as 'the dirt track on the south of the course', and name the feature, for example, 'McMillan's track'. Have this feature written on the back of the map, as students tend to forget and become overloaded with too many verbal directions.)
- Use a whistle to attract attention.
- Be alert for supervising adults who will be roving or at a designated location.
- Remain calm. (Students who are overdue need to be confident that there is a search procedure in place - refer Search procedure for lost students.)

Emergency Management Procedures (page 5 of 7)

Search

Where it is suspected that a student is lost

- Confirm that a student is missing (count heads).
- Identify the student's name, description and what they were wearing.
- Ascertain the location where the student was last seen.

- Send two people (at least one of whom is a staff member) to retrace the group's steps for fifteen minutes only, calling out, listening and carefully observing signs.

Note: Only ever separate the group into two sub-groups as described above; one searching and one staying put. Seek additional assistance if the searching group returns without the student.

In situations where there is no immediate access to a mobile telephone or other communication equipment:

- Identify two people (at least one of whom is a staff member) to go for assistance.
- Discuss the route to be taken by this pair.
- Note relevant details on paper for the pair to carry (include the time, day and date, the location with grid reference and land features, the name of the lost student(s) and how they are equipped, composition of the remaining group, events leading up to the incident, intentions of the group left behind and supplies required).
- Equip the pair as a fully contained unit with the appropriate food, clothing, water, tent or other shelter as well as a torch and map.

If appropriate, the remaining group should make camp in a sheltered position and keep notes of actions, including times and other relevant information.

The police are the appropriate agency to contact. They will organise the search and call other agencies as required. Also contact the school principal or excursion contact person. The school will contact the Department's twenty-four-hour emergency communication centre and the relevant regional office (refer Communication during an emergency).

For non-remote areas with well-defined boundaries

- Check the area if possible.
- Search and continue searching the perimeter (using a vehicle and/or on foot), stopping to whistle, call or toot a car horn and waiting to listen for a response.
- Police assistance should be sought if the student has not been found within half an hour of being declared missing. In such a case, also notify the ranger (if applicable) and the school principal or prearranged school contact person.
- Record on paper a description of the student, the area that has been searched, and list possible areas where the search could widen out.

Emergency Management Procedures (page 6 of 7)

Flood

Consider changing your route before setting out on a trip involving river crossings where there has been heavy rain in catchment areas. Check with local authorities if there is a possibility that bridges may have been damaged by flood waters.

Be prepared to spend time and energy looking for a safe crossing place. Be aware of possible dangers downstream if someone were swept away whilst crossing. Be prepared to wait for a swollen river to subside, or more realistically, use an alternative route.

- Change your route before departure if there has been heavy rain in catchment areas.
- Do not enter canyons if rain is predicted or it has been raining.

- Be aware that rain in upstream areas may flood a canyon unexpectedly, even though it is not raining in the area you are exploring.
- Check with local authorities if there is a possibility that bridges may have been damaged by flood waters.
- Do not cross a flooded river.
- Do not camp in dry creek beds as they can unexpectedly flood.

Lightning Strike

If thunder happens within 30 seconds of lightning, then the storm is within 10 kilometres of your location. Lightning safety experts consider this the strike danger zone and advise people to follow the 30/30 rule.

The 30/30 rule

Follow the precautions outlined below when thunder is heard within 30 seconds of a lightning flash and wait for 30 minutes after the last thunder is heard to resume your activity. If you're unable to take shelter inside, find the safest accessible location and stay there until the storm has passed.

General precautions

Stay away from metal poles, fences, clothes lines.

Never ride horses, bicycles or drive in open vehicles.

If driving, slow down or park away from trees, power lines or other objects that may be damaged by storm activity.

- Stay inside metal-bodied (hard top) vehicles or caravans but do not touch any metal sections.
- If undertaking water activities, leave the water immediately.
- If boating go ashore to shelter as soon as possible. (A bridge or high jetty may offer immediate protection.)
- Discard all metal objects.

Emergency Management Procedures (page 7 of 7)

If shelter is near-by

- Seek shelter in a hard top vehicle or solid building. Avoid small structures or fabric tents.
- Keep clear of windows.

If shelter is not available

- Crouch (alone, feet together), preferably in a hollow. Make yourself a small target.
- Remove metal objects from head/body.
- Do not lie down (the more of you that is in contact with the ground, the more 'attractive' you are to lightning) but avoid being highest object.
- If your hair stands on end or you hear buzzing on nearby rocks, fences, move immediately. At night, a blue glow may show if an object is about to be struck.
- Stay away from high and low points (hilltops, ridges and gullies), rock overhangs and shallow caves.

- Keep out of, and well away from, water bodies or watercourses.
- Make sure the group is aware of the Lightning Safe Position; this involves:
- squatting or crouching with knees drawn up and feet together, preferably on dry insulating material
- keeping hands off the ground.
- Spread group members out – about ten metres apart, but within calling distance.
- Never shelter under tree/s.

First aid

- People struck by lightning carry no electrical charge and can be handled safely.
- Call emergency services.
- The injured person has received an electrical shock and may be burned, both where they were struck and where the electricity left their body. Check for burns in both places. Being struck by lightning can also cause nervous system damage, broken bones, and loss of hearing or eyesight.
- If breathing has stopped, begin rescue breathing. If the heart has stopped beating, a trained person should give CPR. If the person has a pulse and is breathing, look and care for other possible injuries.

Teacher Protocols for Swimming (page 1 of 3)

Preparation and Communication	
Communication	<p>Ensure all families have responded to the Compass event by providing consent or declining attendance. Follow up with any non-respondents prior to the program.</p> <p>As this is a user-pays event, it is optional. Please encourage families to participate but respect their right to decline.</p>
Volunteer Confirmation	<p>Send out a request for volunteers at least 5 weeks in advance</p> <p>Check with the office that all volunteers are listed and have an up-to-date WWCC and have completed an OH&S induction</p> <p>Invite the volunteers to the school wide swimming induction</p> <p>Keep in touch with volunteers to ensure circumstances and availability does not change</p>

Student Preparation	
Clothing and labels	<p>Remind students and parents to label all clothing and personal belongings to prevent any items from being misplaced. Emphasise the importance of independence in dressing and undressing, especially for younger students. Encourage parents to practise this skill with their children at home leading up to the swimming program, if possible.</p>
Alternative activities for non-attendees	<p>Coordinate with other classes to provide 'Dry Swimming Activities' for students not attending the swimming program.</p> <p>Please be aware that these activities should be based on water safety to ensure that the full curriculum is delivered for every student.</p>
Timetable for non-attendees	<p>Ensure that the swimmers not attending know which class they will go to and send them with their activity booklet.</p>

Teacher Protocols for Swimming (page 2 of 3)

Before leaving the classroom	
Attendance and roll call	Take attendance each morning to confirm which students will be participating and ensure you have a headcount before departure. Remind non-attendees which class they will be attending.
Medication and health needs	Ensure you have any necessary medications for students with health needs and are aware of emergency protocols.
Clarifying expectations	<p>Ensure the expectations about the processes are clear and the students are fully briefed on how the experience will go. Consider addressing questions such as,</p> <ul style="list-style-type: none"> - Where do we get on and off the bus? - What do we do when the bus arrives at the pool? - What is the agreed signal to stop and listen to the teacher? - What are the important safety aspects we need to consider? - What are the processes around using the toilet if we need? - What are the processes around changing back into our uniform after our lesson? - What can we do if we need help? - How long do we have between getting out of the pool and onto the bus? <p>Fully brief the parent volunteers on their role at the pool (see the 'Parent Volunteers at Swimming Induction' document)</p>
Bus procedures	<p>Confirm that only registered parent volunteers are travelling on the bus with students.</p> <p>Conduct a roll call before boarding the bus to and from the swimming venue.</p>
Supervision at the pool	<ul style="list-style-type: none"> - The first class to arrive should place a pre-made sign outside the changing rooms to indicate that the facilities are reserved exclusively for Ormond Primary School students. - Inform all parent volunteers about the location of the allocated changing rooms and family toilets designated for our use. - Assign volunteers to supervise both in the change rooms and at poolside areas. - Teachers supervised generally, ensuring that they have an overall knowledge of what's happening and where everybody is. - Safety is the number one priority so consistency, calmness and insistence on everybody adhering to the expectations is the key. - No photographs should be taken by volunteers under any circumstance. - Students use the individual family toilets (not the public toilets). Teachers or parent volunteers should accompany students to the facilities, if required. No adult should be in the toilet area alone with a child.

Teacher Protocols for Swimming (page 3 of 3)

Before leaving the classroom	
Teacher Protocols for Swimming (page 2 of 2)	- Teacher Protocols for Swimming (page 2 of 2)
Student check-out	<ul style="list-style-type: none"> - Once everybody is changed, another roll call is taken to ensure all of the students are accounted for before getting on the bus. - Ensure all belongings are gathered and their owner identified.

Volunteer Coordination and Support	
Orientation	<p>A whole school briefing and induction will be held before the event. Please ensure your parent volunteers have attended.</p> <p>Designate one teacher as the main point of contact for volunteers at the pool in case they need assistance or guidance.</p>
Post-Program Review	<p>Gather feedback from volunteers and students about the program's operation and identify any areas for improvement.</p> <p>Keep track of any lost items and work with students and parents to ensure they are returned.</p>

Parent Volunteer Agreements (page 1 of 2)

Dear Parent Volunteer,

We are grateful for your support of this activity, which could not run without people like you. As well as the OH&S Induction and the Volunteer Code of Conduct that you signed, there are additional details relevant to this particular activity that we would like to bring to your attention. For your safety and protection, and that of our students and staff, Ormond Primary School requires you to sign this form to agree to the following:

Agreements:	Initial
<i>I am aware that Ormond Primary School has very strict adult:student ratios for this experience and am committing to the full experience of this activity, including travelling on the bus. I have no other responsibilities to attend to before the end of this activity.</i>	Initial here
<i>I understand that the phone numbers recorded on the Itinerary are for use during this activity alone. I will destroy the itinerary and delete numbers, messages and calls from my phone as soon as the activity has finished. I will not use the phone numbers for any other reason other than in my role as Parent Volunteer for this specific activity.</i>	Initial here
<i>I know who the designated first aid teacher is and how to contact them should anybody in my group require first aid assistance.</i>	Initial here
<i>I have been briefed on the students with specific medical needs in my group (anaphylaxis, asthma, diabetes, etc.) and know who to contact in the case of an emergency.</i>	Initial here
<i>I am aware that, as a volunteer, I am not permitted to administer first aid to any student. This is the responsibility of the teachers.</i>	Initial here
<i>I am familiar with the Child Safety Code of Conduct and the school's Volunteer Policy and agree to adhere to the conditions of both during this activity.</i>	Initial here
<i>In line with school policy, I will not take any photographs of students (even where their face or identifiable features are distinguishable) on my personal device. I will share any photographs I take of the activity (animals, scenery, activities) with the teachers when the activity is over.</i>	Initial here
<i>I am aware that I am not permitted to accompany students into the toilet areas. I will wait outside while the students enter the toilet space in pairs or small groups.</i>	Initial here
<i>I am aware that I should never find myself in a situation where I am alone with a child and will take the necessary precautions to remain in a group of at least three throughout this activity.</i>	Initial here

Parent Volunteer Agreements (page 2 of 2)

Agreements (continued):	Initial
<i><u>Swimming only:</u> I am aware that I may be assigned to supervise students in the changing rooms. I will only enter the changing room when absolutely necessary and never when there is only one child inside.</i>	Initial here
<i><u>Swimming only:</u> I am aware that I do not have permission to touch any child other than my own. Where a student requires physical support, I will alert a staff member who will provide assistance.</i>	Initial here
<i><u>Swimming only:</u> During the swimming lesson, I will sit and watch. I will not interfere with the lesson, particularly in matters concerning the ability level of the students and their groupings. If I have any concerns or comments, I will speak to one of the teachers.</i>	Initial here
Volunteer's Name:	
Activity:	
Date:	
Signature:	

Itinerary and Other Important Information (page 2 of 3)

Activity Groups				
	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>
<u>Adults</u>				
<u>Students</u>				
	<u>Group 5</u>	<u>Group 6</u>	<u>Group 7</u>	<u>Group 8</u>
<u>Adults</u>				
<u>Students</u>				
	<u>Group 9</u>	<u>Group 10</u>	<u>Group 11</u>	<u>Group 12</u>
<u>Adults</u>				
<u>Students</u>				

Itinerary	
<u>Time</u>	<u>Activity</u>
	Leave school
	Arrive back at school

Itinerary and Other Important Information (page 3 of 3)

First Aid and Medical Information	
<u>First Aid Bags are with:</u>	<i>Record the staff member's name(s) here</i>
<u>Important Medical Notices</u>	<u>Anaphylaxis:</u>
	<u>Asthma:</u>
	<u>Diabetes:</u>
	<u>Other:</u>

Before We Go:	
<u>Parent Volunteer Reminders</u>	<u>Double Check</u>
<ul style="list-style-type: none"> - All parent volunteers must hold a current Working With Children Check - Parent volunteers must adhere to the Child Safety Code of Conduct and Volunteer Policy (available on the school's website) - Parent volunteers are not permitted to take and/or share photographs of any student during the experience. - Parent volunteers are not permitted to administer first aid; this is the responsibility of the staff. - Parents volunteers are not permitted to accompany students into toilet areas. Please wait outside while the students enter in pairs or small groups. 	<ul style="list-style-type: none"> - Staff and volunteer parents have had a pre-excursion briefing and all volunteer parents have signed the agreement form. - All supervising adults have been provided with a copy of the itinerary and the phones numbers of the other supervising adults. - First aid bags and student medical plans and medicines have been collected

Camp, Excursion and Incursion Schedule (page 1 of 2)

Odd Years				Paid
				Free
	Term 1	Term 2	Term 3	Term 4
Prep				
Year 1 and Year 2				
Year 3 and Year 4				
Year 5 and Year 6				

Even Years				Paid
				Free
	Term 1	Term 2	Term 3	Term 4
Prep				
Year 1 and Year 2				
Year 3 and Year 4				
Year 5 and Year 6				

Camp, Excursion and Incursion Schedule (page 2 of 2)

Health and Physical Education				Paid
				Free
	Term 1	Term 2	Term 3	Term 4
Prep				
Year 1 and Year 2				
Year 3 and Year 4				
Year 5 and Year 6				