

Lalor Secondary College
118 David Street Lalor 3075
PO Box 1015 Lalor 3075
Telephone 9463 7300
Facsimile 9465 3865
Email: lalor.sc@edumail.vic.gov.au



LALOR SECONDARY COLLEGE

Excursion Policy

2020-2022

AIM

This policy has been developed as part of Lalor Secondary College's commitment to providing all students with opportunities to extend their learning experiences in a safe, secure environment and to ensure excursions are planned, approved and conducted appropriately and in line with DET guidelines.

Excursion Definition

The Department of Education defines an excursion as any activity organised by the school (not including work experience) whereby students leave the school grounds to engage in educational activities (including Camps and sport). Adventure activities are included in this definition (regardless of whether they occur outside the school grounds or not). Local excursions are excursions to locations within walking distance of the school and do not involve adventure activities. Workplace learning and intercampus travel are not considered school excursions.

Basic Beliefs

1. Excursions are a part of the school curriculum; they allow for authentic and valuable teaching and learning opportunities.
2. Excursions enhance the classroom course of study in a particular subject and provide students with a richer experience of subject content.
3. Excursions should be organised so as to ensure proper duty of care to students and be of no cost to the school budget.
4. The extra work for teachers involved in organising, conducting and arranging excursions is recognised and acknowledged by the school community.
5. When planning excursions consideration must be given to the total school program. Minimum disruption should be aimed for.
6. All excursions must be conducted within guidelines issued by the Department of Education and be approved by the principal.

Guidelines for Action

Content

- Excursions should be relevant to the course of study in a particular subject/s, their focus should be to extend and enrich the students' experience and understanding of a concept or skill covered in the courses of study and expose students to learning experiences which they might not otherwise have.
- Excursions may also be permitted where they provide students with the opportunity to participate in sporting, cultural, community or citizenship events.
- When planning excursions, teachers should ensure that adequate and appropriate preparation of students takes place. This should include appropriate lead up and follow up work.
- Excursions should be appropriately staffed.
- Appropriate educational programs and supervision for students not participating in the excursion and remaining at school must be taken into account.
- Arrangements must be in place if the excursion needs to be cancelled, recalled or altered.
- Completion of the online notification locator (SAL) of school activity form to be completed three weeks prior to departure.
- First aid arrangements must in place.

Costs

- Every effort should be made to keep the costs of excursions to a minimum without compromising quality or safety.
- The costs of excursions to parents/carers will be taken into consideration when planning
- Where a student is withdrawn from an excursion by her/his family the school will endeavour to recover and refund as much of the payments already made as possible.

APPROVALS

Principals must ensure that excursions are approved in accordance with Departmental requirements.

Who approves the excursion?

This table explains the approvals required before an excursion can occur.

Excursion type	Then it must be approved by
<ul style="list-style-type: none">• overnight excursions• camps• interstate and international visits• excursions requiring sea or air travel• excursions involving weekends or vacations• adventure activities.	<ul style="list-style-type: none">• the school council, or• both school councils when it is a joint activity involving another school
<ul style="list-style-type: none">• day excursions (other than those referred to above that must be approved by the school council).	<ul style="list-style-type: none">• the Safety Guidelines for Education Outdoors must be followed.• the principal, or• both principals when it is a joint activity involving another school.

Note: the principal approves cancellations or alterations to excursion arrangements.

Joint-school activities

The nominated co-ordinating principal or teacher ensures:

- planning and approval requirements are met
- parents or carers are informed that their children may be supervised by teachers and other approved adults from the other school.

Note: All schools involved in a joint excursion must complete an online notification of school activity form.

Required approvals for staff

This table describes the required approvals for teachers or principals who are to accompany excursions.

For an excursion that is	The accompanying	Must be approved by the
interstate	staff employed by the Department	regional director
	principal	regional director
overseas	staff employed by the Department	Deputy Secretary, Regional Services Group

Important: a School Travel Application Form must be submitted online to the relevant travel approver at least 6 weeks before the proposed departure date, see the eduGate [School Staff Travel Applications](#) site. For the Department's Travel Policy, see: [Travel for Staff](#)

STAFFING and SUPERVISION

Supervision ratios

Department guidelines provide minimum requirements for staff-student ratios. Schools may need to enhance these measures to ensure student safety.

To ensure appropriate and effective levels of supervision, excursion planning should take into account:

- the experience, qualifications and skills of staff (including volunteers, instructors, etc)
- the age, maturity, physical characteristics and gender of students
- the ability and experience of the students
- the size of the group
- the nature and location of the excursion
- the activities to be undertaken
- requirements outlined in the Safety Guidelines for Education Outdoors, for specific adventure activities
- any other relevant factors.

Applying the ratios

All excursions must include at least two staff members (minimum supervision ratios can be reconsidered by the Principal based on the age of the students attending and the type of excursion being run).

- If a day excursion includes 16 students, there would need to be a minimum of 2 staff members accompanying the group.
- If planning a day excursion for 60 students, there would need to be a minimum of 3 staff members accompanying the group. This meets both the 1:20 staff-student ratio and the requirement that a minimum of two staff accompany students on all excursions.

This table describes the minimum staff-student ratios for excursions:

Type of excursions	One excursion staff member per
Day excursions	<ul style="list-style-type: none">• twenty students. <p>(Principals may extend this ratio for senior secondary students only, if student safety will not be compromised.)</p>

Type of excursions

Adventure activities

One excursion staff member per

- specific guidelines for the activity.

See: Safety Guidelines for Education Outdoors within [Department resources](#)

Overnight excursions:

Base camps in residential premises or under canvas

- ten students.

Study camps in residential premises

- fifteen students.

Example: Year 12 camp.

Local and interstate tours

- fifteen students.

Overseas tours

- ten students.

The need for further staff should be identified through appropriate risk management planning.

For

The excursion must

most excursions

- be under the direct control of a teacher employed by the Department or the school council with at least one other excursion staff member present
- have enough teachers employed by the Department or school council to maintain appropriate control of the excursion and of each activity
- have teachers comprising at least half of the excursion staff.

overnight stays for mixed gender groups

- include excursion staff of at least one person of each sex.

small group excursions in the local area

- with the approval of the principal, be supervised by one or more excursion staff employed by the Department or school council (for example, education support class officers such as integration aides and teacher assistants).

unsupervised excursions

- be approved by the principal only:
 - in a small number of instances
 - for secondary-aged students
 - for activities involving small groups of individual students
- and the teacher responsible for the activity must maintain a formal record of:
 - a description of the activity, including locations

For

The excursion must

- the names and ages of students involved
- the time of leaving and returning to school.
- In addition, principals should ensure:
 - a risk assessment of the activity is completed
 - their decision and the reasons for allowing the activity to proceed is documented.

Excursion staff

Excursion staff must be approved by the principal or school council (as outlined in Excursions – [Planning and Approvals](#)) and may include:

- teachers employed by the Department or school council
- other adults on a volunteer or paid basis such as:
 - parents or carers
 - education support class officers
 - community members
 - trainee teachers
 - campsite staff
 - specialist instructors for excursion activities.

Important: school students cannot be used as excursion staff.

Excursion staff who will provide supervision of students and who are not registered teachers must have a Working with Children check.

Where approved excursion staff who are not teachers employed by the Department or school council are in attendance they can be included in the staff-student ratio:

- for the duration of a specific activity for which they have a designated supervisory responsibility; or
- for the overall staff-student for the program, where they are on duty and available on the same basis as other staff (usually a 24 hour basis).

Important: the specific roles and responsibilities of each staff member (teachers, instructors, campsite staff, volunteers, etc) must be clarified and understood by all staff and students prior to the commencement of the excursion.

Specialist staff

Schools must:

- ensure that where specialist instructors are employed they:
 - have the necessary skills or qualifications for the activity
 - have appropriate experience for the age and skill level of the students
- hold appropriate public liability insurance, see: [Related policies](#)
- while specialist instructors have the technical knowledge and expertise to instruct the students, the teachers have overall responsibility for the safety and welfare of the students, even where the teachers do not directly provide the actual instruction.

ADVENTURE ACTIVITIES

Lalor Secondary College will follow the Department's guidelines and school excursion policies in planning, conducting and approving adventure activities.

Definition

An adventure activity is an activity that involves greater than normal risk which may include:

- travel into a relatively undeveloped area of the country in which vehicle contact is difficult and/or uncertain
- confrontation with natural environmental challenges requiring greater reliance upon personal resources than would normally be required in day-to-day life
- less than normal contact by person or by telephone, with medical and other public services available in normal day-to-day life
- exposure to the natural elements with less than the normal physical protection provided in day-to-day life
- activities listed in the Safety Guidelines for Education Outdoors such as:
 - abseiling
 - artificial climbing and abseiling walls
 - bush walking
 - canoeing/kayaking
 - challenge ropes courses
 - cross country skiing
 - cycling
 - downhill skiing and snowboarding
 - horse riding
 - orienteering
 - overnight camping
 - rafting
 - recreational swimming
 - rock climbing
 - sailing
 - scuba diving
 - sea kayaking
 - snorkelling
 - surfing
 - water skiing
 - windsurfing.

Note: Bush walking, cycling and overnight camping may be considered adventure activities where they involve greater than normal risk (as outlined above) and in the circumstances outlined in the activity descriptions in the Safety Guidelines for Education Outdoors.

Requirements for adventure activities

For adventure activities which do not have specific guidelines listed in the Safety Guidelines for Education Outdoors, schools should refer to the Adventure Activity Standards (where relevant standards exist) and consider the greater duty of care that may be required for students see: Activities within [Department resources](#)

Information provided by community groups and organisations that specialise in the relevant adventure activities should be taken into account.

All adventure activities:

- are to be treated as excursions regardless of whether they occur on school grounds or not
- require the approval of school council and the planning and guidelines relevant to school excursions apply see: Excursions: Planning and Approvals
- must also be conducted in accordance with the requirements of the Safety Guidelines for Education Outdoors, which includes a planning and risk management process as well as specific activity guidelines.

Higher risk adventure activities

This table details additional requirements for the specified activities below

Activity	Schools must ensure that
Caving	<ul style="list-style-type: none"> • novices must only attempt the simplest caves • only teachers and other adults with extensive caving experience lead and supervise students • there is a ratio of no more than five students to one instructor with a minimum of two excursion staff members always present • permission to enter caves is obtained from the appropriate land manager.
Flying or hot air ballooning	<ul style="list-style-type: none"> • only commercial operators licensed to carry passengers are used for school organised activities.
Gliding	<ul style="list-style-type: none"> • gliding activities are only undertaken through gliding clubs. Activities may include: <ul style="list-style-type: none"> - 'joyflights', under the auspices of an Air Operator's Certificate, with the glider pilot holding a Gliding Federation of Australia charter rating. These flights are conducted under the terms of the Commonwealth Carrier's Liability Act with an associated limited liability. No membership of the Gliding Federation of Australia is required - 'trial instructional flights', which require becoming a daily member of the Gliding Federation of Australia. The pilot must hold a minimum of a Gliding Federation of Australia Air Experience Instructor authority. These flights are conducted under the protection of the comprehensive range of Gliding Federation of Australia insurances.

Unsuitable activities

These activities are unsuitable for school students because of the potential risks involved:

- bungee jumping
- hang gliding
- parachuting or skydiving
- flying ultra light aircraft.

Flying foxes

Flying Foxes may be erected at school camps provided that:

- safety precautions are taken in its construction and maintenance
- it can be locked or have the carriage removed when not in use
- all students are carefully briefed on its use and associated dangers
- staff supervise all use
- a safety harness is always used.

EMERGENCY and RISK MANAGEMENT

Emergency planning

The emergency management planning in schools extends to and incorporates school excursions.

All excursion staff and where appropriate, students, must be familiar with emergency procedures for each excursion.

Planning must cover arrangements if the excursion needs to be cancelled, recalled or altered (for example, due to forecast severe weather conditions, changes to DFAT travel advice or an emergency). This should include arrangements for communicating with parents.

Note that principals are responsible for negotiating terms and conditions with any third parties.

School council approved excursions must have an emergency response plan see: [Department resources](#).

When staying at a residential campsite emergency, procedures should be explained as soon as practicable after arrival and a trial evacuation exercise should be carried out immediately to ensure that procedures are appropriate and staff and students are familiar with them.

Overseas Travel Requirements

The Smartraveller website is the Australian Government, Department of Foreign Affairs and Trade (DFAT), travel advisory and consular assistance service. This site also provides useful travel information and tips see: [Smartraveller](#)

Schools planning and conducting overseas excursions must ensure that they:

- comply with any DFAT travel advice current for the proposed location;
- subscribe to receive automatic travel advice updates from the Smartraveller website both prior to the excursion and when overseas;
- review their risk assessment if there are any changes to the DFAT travel advice. This will require the Principal to consider whether there is a need to cancel, recall or alter excursion arrangements.

This table describes the four levels of DFAT travel advice with the required actions and considerations.

Level	Required Actions and Considerations
1	exercise normal safety precautions.
2	'exercise a high degree of caution' - requires additional attention to planning and assessment of risk.
3	'reconsider your need to travel' – would generally mean excursions should be postponed or cancelled as the educational goals are unlikely to justify the risks. Any decision to continue would require a detailed risk assessment and treatment plan together with detailed contingency planning.
4	'do not travel' – principals must cancel or postpone the excursion.

Note: Before travelling overseas, schools should check the Smartraveller website itself to ensure that they have the most up-to-date travel advice for the proposed countries and locations to be visited.

For overseas travel risk management guidelines and a downloadable sample risk assessment register see: [Risk Examples for Schools](#) e.g. Appendix B

Emergency notifications

To ensure accurate information is available for emergency services, schools must notify the Department of:

- any approved school camp or excursion, at least three weeks beforehand
- student free days, at least one term in advance
- the dismissal of school before 2.30pm on the last day of Term 4, at least one term in advance.

All Victorian government schools must use the [Student Activity Locator](#) for this purpose. Independent schools are also able to access the Student Activity Locator to register camps and excursions.

Communications

Parents or carers should be advised of the telephone numbers (both during and outside school hours) for the designated school contact person in the event of an emergency.

During the excursion, if parents have reason to believe an emergency may have occurred (such as a media report) they should be informed that in the first instance they should call the contact person and not personnel on the excursion as this will keep the telephone lines free at the excursion site.

Arrangements for communicating with parents in the event of an emergency, cancellation or recall of the excursion must be made.

Consent forms must remain at the school with the designated school contact person and copies of each form must be taken on the excursion by the teacher in charge.

In the event of an emergency, accident or injury:

- staff on the excursion should:
 - take emergency action
 - immediately notify the school principal.
- the principal should make arrangements for the Department's Security Services Unit to be telephoned on 9589 6266.

Medical insurance for overseas excursions

The cost of medical and hospital treatment is high in some countries, therefore all students and staff should take out travel and medical insurance for the entire overseas trip.

Supervision

Emergency procedures should include 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.

Students who may have difficulty communicating in an emergency because of age or disability should wear identity tags on excursions.

Fire danger or ban

Principals may need to review planned excursions ahead of forecast days of significant fire risk or total fire ban days and liaise with the region about whether the excursion should be cancelled.

If an excursion is not cancelled, special fire safety precautions may be required, depending on the location.

When required, schools must follow their Emergency Management Plan and the Department's emergency management (bushfires) procedures for off-site activities for all excursions.

On days determined Code Red by the Emergency Management Commissioner, all camps in the CFA fire district determined Code Red must be cancelled.

Additional excursion equipment

School councils and principals:

- must supply smoke detectors if indoor accommodation facilities do not have them
- should consider providing communication equipment to be used in emergencies.

First aid

At least one staff member responsible for the excursion must have a first aid qualification when appropriate.

Staff must also have a first aid kit appropriate to the excursion location and activities undertaken.

Risk management

An assessment of excursion risks must be undertaken.

For excursions requiring school council approval, an excursion risk assessment plan must be provided which includes consideration of risks across the entire excursion (including transportation, activities undertaken, excursion venues and staff or student illness) and any significant financial risks to the school and/or parents (for example if an excursion needs to be cancelled). Venue managers and activity providers should be consulted in the preparation of the school's risk management plan and where appropriate, the risk

management plans of venues or activity providers should be used to inform the school risk assessment process.

PARENT or CARER CONSENT

Schools must obtain written consent from parents or carers for school excursions, for the school to:

- obtain written or electronic signatures
- take the student out of the school environment for a day excursion
- have the student in its care after normal school hours on an overnight excursion
- obtain parent or carer authorisation:
 - for the financial costs of the excursion
 - for any adventure activities that may be undertaken during the excursion
 - for students to be sent home from an excursion in the event of serious misbehaviour and for the costs of the student's return to be the parent or carer's responsibility
 - that if needed the school can consent to emergency medical treatment
- enable the parent or carer to alert the school to any medical conditions or allergies.

Requirements for informed consent

Schools must:

- give parents or carers, who are to sign consent forms, sufficient information about the excursion to enable them to make an informed decision
- tell the parent or carer the:
 - nature of the proposed activity
 - degree of supervision risks involved
- keep the consent forms at the school
- ensure that the teacher in charge of the excursion takes a copy of each consent form on the excursion, for excursions requiring school council approval
- for school council approved excursions:
 - ensure parents are aware that the principal may need to cancel or alter excursions arrangements at short notice, which may lead to inconvenience or financial losses to parents. This would be required to ensure the safety of students and/or due to circumstances beyond the control of the school.

STUDENT MEDICAL INFORMATION FORM

A confidential medical information form:

- must be completed by parents or carers before each school council approved excursion
- provides parents or carers with the opportunity to vary any information previously given to the school.

Schools must:

- ensure that the teacher-in-charge takes the medical information forms on the excursion
- ensure these forms are available to other excursion staff in emergency situations
- keep copies of the forms at the school.

Electronic consent requirements

An electronic signature can include:

- the use of a username and password to verify the acceptance of terms or consent

- a digitally encrypted image of a person's hand written signature (i.e. a pin or password would be required before the signature can be inserted into a document)
- email correspondence
- online scripts and pop-ups requiring 'tick the box' and 'accept'; or
- SMS.

Important: For an electronic signature to be valid, schools must have a process to ensure that:

- it is the parent or carer providing the signature (e.g. requiring identification such as a password); and
- the parent or carer intends to provide their consent

STUDENT PREPARATION and BEHAVIOUR

Schools must ensure that:

- students are adequately prepared for excursions
- the disciplinary measures for students on excursions are appropriate and consistent with the Student Engagement and Inclusion Guidance and the school's student engagement policy.

Student preparation

In preparation for excursions, schools should advise:

- students of:
 - the organisational arrangements
 - relevant safety arrangements or emergency procedures
- students and parents or carers:
 - of expected standards of behaviour
 - that in extreme cases students may be sent home from an excursion at the cost of the parents.

Returning a student home.

In extreme cases the excursion staff, following consultation with and the approval of the school principal, may decide to return a student to their home from an excursion. Excursion staff should:

- advise the student's parent or carer of the:
 - circumstance associated with the decision to send the student home
 - time when the parent or carer may collect their child from the excursion or the anticipated time that the student will arrive home.
- consider the age and maturity of the student when making travelling arrangements.

Procedures

Local excursions should be submitted to the relevant Assistant Principal at least one month in advance so that approval can be given at least three weeks prior to the excursion taking place.

Whole year level excursions should be submitted to the relevant Assistant Principal at least six weeks in advance.

Overnight, country, interstate, international and adventure excursions must be organised according to the Lalor Secondary College Camps Policy guidelines.

Overseas trips must be planned in accordance with the Lalor Secondary College Camps Policy and submitted at least 18 months prior to the proposed dates.

Teachers who wish to take students on an excursion should follow the procedures set out below:

1. Check the key dates concerning the general organisation of the excursion and a suitable date.
2. Consult with the relevant KLA leader and the Sub School Leader.
3. Check with the General Office for travel arrangements, including booking of buses. (Please note: the General Office makes all travel bookings).
4. Check finance details and costs with Business Manager. Costing of excursions should be carried out carefully and quotes attached to the event on Compass.
5. Complete the online Excursion or Incursion process according to the instructions listed in Appendix A.
6. Once approved the excursion notice, including the consent form, will be generated by the General Office.
7. **The 'Student Activity Locator' must** be submitted to the Department during the application process, at least THREE weeks prior to the activity.
8. Send out excursion notices in sufficient time for all money to be back to the school at least one week prior to the excursion. Late payments cannot be accepted.

Note: Consent forms and money for all students must be in to the General Office at least one week prior to the excursion otherwise the excursion may be cancelled.

9. It is the responsibility of the teacher organising the excursion to provide the office with a list of all students who plan to attend the excursion prior to money being collected so that the school meets audit requirements.
10. Teachers must email all staff at least two days prior to the excursion, the list of students attending the excursion.

Planning

1. Organising teacher to meet with teachers attending two days prior to the excursion.
2. Be aware of any part time staff and their limitations to attend the excursion.
3. Speak to Student Manager about suitable combinations of Home Groups.
4. Check with Student Manager about students that are not allowed to attend due to suspension or behaviour.
5. Allocate a staff member for First Aid and be aware of medical alert students.
6. Organising teacher should organise the excursion folders with the relevant information for staff attending.
7. Cameras to be booked and collected through the library and returned ASAP.
8. On the day of the excursion student medical plans, medication and auto-injectors needs to be collected from General Office.
9. All permission slips must be returned to the General Office at the completion of the excursion for archiving and legal purposes.

Expectations

1. All students will be required to wear full school uniform on excursions unless prior approval has been given by the organising teacher in consultation with a member of the Principal Class. This will be stated on the excursion notice.
2. No student is to be taken on an excursion unless he/she has returned a completed Permission Form and made the relevant payments.
3. An accurate list of students must be taken on the excursion together with the permission forms. (The roll must be marked on Compass by the organising teacher prior to leaving on the excursion).

4. Adequate supervision arrangements are the responsibility of the organising teacher and will be contained within the excursion notice.
5. Teachers attending an excursion are to leave adequate instructions on Compass for their classes.
6. The school is to be notified as soon as possible after some unplanned action has taken place – student or teacher involved in an accident; change of plans etc.
7. All excursions leave from the school and finish at the school unless otherwise specified by the organising teacher in the excursion documentation.
8. If possible, the supervising teacher is to organise a report on the excursion for the school newsletter and facebook.
9. **The teacher in charge must have access to a mobile phone on the excursion. (The school mobile phone is available from the General Office). If a private mobile phone is to be used the number must be registered at the General Office.**

Preparing for an Excursion – Checklist

Obtain a copy of the Camps and Excursion policy and make yourself familiar prior to planning

- Check Key Dates for suitable date and make tentative booking
- Phone the Organisers (e.g. Luna Park, Arts Centre etc.)
 - How much will it cost per student?
 - Do we have to pay for teachers? Y/N
 - Do we have to have a cheque ready on the day or will they invoice us? CHQ? INV
 - Is there a cancellation fee if we do not go? Y/N How much?
 - How soon before excursion do they need exact numbers?
 - Ask them to email or post confirmation of prices. GST inclusive? Y/N (Attach a copy to the excursion template in Compass)
- See General Office to get bus quotes (as required)
- See Business Manager to help calculate cost to students
- Prepare draft excursion notice and attach to event in Compass
- All relevant documents including quotes to be prepared and attached to the online process at least four weeks before excursion. Whole year level excursions should aim for at least six weeks ensuring you are following the process outlined in the Excursion Policy
- Complete Compass online Excursion process using appropriate template and push submit (Events will not be approved if the incorrect template is used)
- Complete Bus Booking form

Excursion approval received from relevant AP

- Excursion letter prepared by General Office and to be signed by relevant AP and excursion organiser
- Excursion notice to be issued to students three weeks before excursion and whole year level excursion should be four weeks
- Due date for all money and CSEF requests to be in to the General Office one week before excursion
- Confirm bookings of bus and venue one week prior to excursion
- A list of students who have paid will be issued to the organising teacher by the General Office seven days before due date for the organising teacher to follow up students who have not paid
- Late payments will not be accepted** (except in extreme circumstances)

- Students who have not paid will be expected to attend school. The organising teacher is required to arrange an alternate program for these students in consultation with the Daily Organiser and Strategic Operations Leader
- A final list with all payments and permission slips needs to be collected from the General Office by the organising teacher four days before the excursion and the Compass roll amended for non-attendeess
- Permission slips need to be sorted and checked for phone number contacts and parent signatures by the organising teacher
- Check if any medical alert students are attending and ensure arrangements for plans and medication are made and fulfilled
- Excursion roll must be marked prior to the commencement of the excursion
- Permission slips must be taken on excursion and distributed to supervising staff
- To take on excursion :
 - L.S.C mobile phone/camera or register your phone number with the General Office if taking your own phone
 - First Aid Kit
 - Individual student plans/ASCIA Action Plans and medication/auto-injectors
- Permission forms to be returned to General Office at the end of the excursion

Excursions must be run in accordance with the information contained in your permission slip

Appendix A.

Excursion / Incursion - Compass Event Application Instructions

Step 1 – Dashboard – The following fields should be completed with the following information.

Event Name	General Description of the Event
Description / Purpose	An outline of the general purpose of the excursion/incursion.
Date	The date of the excursion / incursion.
Location	A description of the location and address.
Additional Event Information	Contact Names of Organisers, ABN details,
Dress Code	A description of what is to be worn by students to the excursion eg School Uniform.
Transport	A description of how students will be travelling to and from the excursion location including confirmation of the bus arrangements made through the general office.
Consent	If students are required to complete a permission form this box must be ticked.
Paper Consent / Payment Forms returned to:	Details on where the forms will be returned to. eg general office.
Cost	The total cost to the student based on all calculated expenses.
Administration Details	This will be the contact details on the day, risk management assessment details, map references, additional equipment,
SAL	Click on the link at the bottom and complete the Student Activity Locator.

Once the dashboard is complete you will need to click on the save button. This will then provide access to complete the next steps by clicking on the tabs located next to the dashboard tab.

Step 2 – Attendees – This tab will provide you with the opportunity to add students who are attending the excursion / incursion. This can be done by class, year levels, home groups or individual students. See below

Step 3 – Staffing– This tab will provide you with the opportunity to add staff who are attending the excursion / incursion.

Dashboard Attendees Staffing Costs Incurred Resources

Event Management

Event Organiser: Corey JEWELL

Event Organiser attends event:

Additional Staff

Advanced

Add Individual: [type/select a user name/ID...]

Add All Staff:

Attending Staff

Remove selected Remove all

<input type="checkbox"/>	ID Code	Last Name	First Name	Delete
<input type="checkbox"/>	JAM	JAMES	Peter	<input checked="" type="checkbox"/>
<input type="checkbox"/>	FOR	FORSTER	Laura	<input checked="" type="checkbox"/>

Page 1 of 1 Items 20 Displaying 1 - 2 of 2

Step 4 – Costs Incurred– This tab will provide you with the opportunity to add costs for the excursion. This will include CRT costs and associated quotes. CRT costs for each staff member attending should be listed as per the example below.

Dashboard Attendees Staffing Costs Incurred Resources

+ Add New Cost Item Remove selected Remove all

<input type="checkbox"/>	Item Name	Units	Unit Cost	Total Cost	GST	Edit	Delete
<input type="checkbox"/>	Rachel Timos	4	\$50.00	\$200.00	No		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Peter James	3	\$50.00	\$150.00	No		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Hire of Facility	1	\$500.00	\$500.00	No		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Bus Hire	1	\$500.00	\$500.00	No		<input checked="" type="checkbox"/>

Total Cost = \$1,350.00

Step 5 – Resources – This tab will provide you with the opportunity to upload a copy of the permission letter and the supporting documentation such as quotes and confirmations for facility, equipment or service provision. All documents should be scanned and included to support the application by clicking on the ‘add content tab’ and selecting ‘file’.

Dashboard Attendees Staffing Costs Incurred Resources

Event: SRC Cluster Excursion + Add Content Lock

This folder contains the following:

Permission Letter

Finish - Once each of the 5 steps has been completed you will need to return back to the dashboard tab and click on the ‘Submit for Approval’ tab. This will trigger an approval process that will go to the Business Manager for costing, Daily Organiser for planning and Assistant Principal for final verification. Once approved by all 3 members of staff an email will be sent informing the organiser the event has been approved and final planning should commence. Permission letters should be collected from the Business Manager at this point.

APPENDIX B – Sample Risk Register

School: _____

Supervising teachers/staff: _____

Program/Activity: _____

Year Level (if relevant): _____

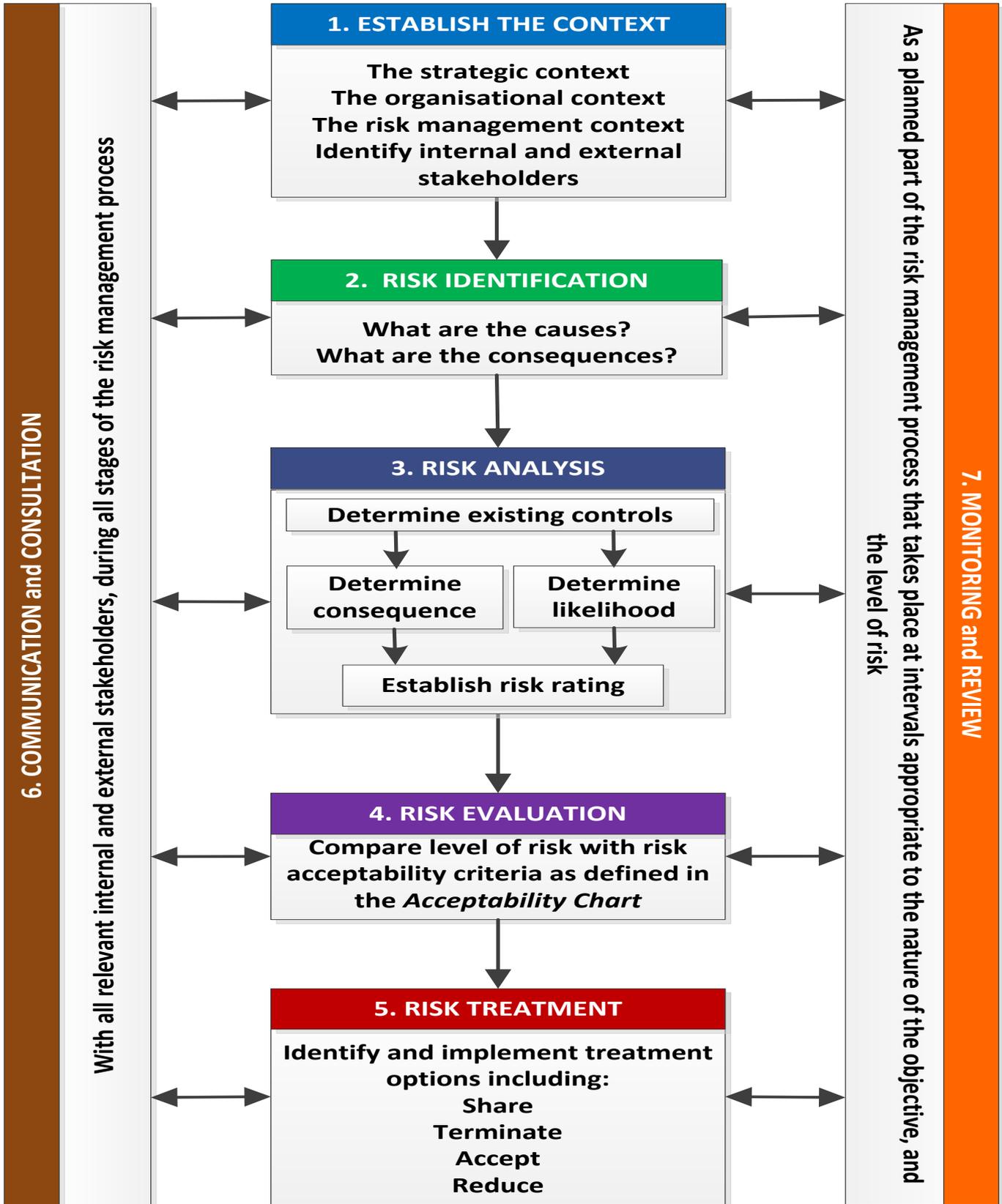
Date(s) and Location: _____

Add more rows as required. This is one way of documenting the risk management process and does not preclude other approaches. The list of risks listed here is not exhaustive and should be adapted to suit the circumstances of your activity / school.

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
Define the risk event including a risk title and a short description <i>What can go wrong?</i>	Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>	Ineffective Needs improvement Acceptable Effective	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low	Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i>	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low
Risk Title Risk description	Causes <ul style="list-style-type: none"> xxx Consequences <ul style="list-style-type: none"> xxx 	<ul style="list-style-type: none"> • 					<ul style="list-style-type: none"> • 			

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
Define the risk event including a risk title and a short description <i>What can go wrong?</i>	Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>					Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i>			
Risk Title Risk description	Causes • xxx Consequences • xxx	•	Ineffective Needs improvement Acceptable Effective	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low	•	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low
Risk Title Risk description	Causes • xxx Consequences • xxx	•	Ineffective Needs improvement Acceptable Effective	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low	•	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low
Risk Title Risk description	Causes • xxx Consequences • xxx	•	Ineffective Needs improvement Acceptable Effective	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low	•	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low

DET Risk Process



DET Risk Process

1. Establish the context

1. Decide the scope of the activity, including the goals and objectives.
2. Ascertain the internal and external environment (see PESTLE overleaf).
3. Confirm the identity and concerns / issues / expectations of stakeholders.
4. Familiarise yourself with the Department's tools used to identify, analyse and manage risk.

2. Risk identification

5. Ask yourself the following questions (see SWOT overleaf):
 - What can go wrong? (risks)
 - What would cause it to go wrong? (causes)
 - What are the impacts if it does go wrong? (consequences)
 - What can go right? (value add - opportunity risk).
6. Once all the risks have been identified they should be recorded into a risk register.

3. Risk Analysis

7. For each risk a set of the existing controls currently in place should also be captured.
 - How effective are the controls we have in place? (see control effectiveness chart overleaf)
8. Risk is analysed in terms of consequence (What is the impact of risk?) and likelihood (How likely is the risk to occur? - taking into account the effectiveness of any controls identified in the previous step).
9. Risk consequences are measured using the following descriptive terms:
 - severe, major, moderate, minor, insignificant (see the consequence criteria guide overleaf). It provides the context to select one of the above terms).
10. Risk likelihood is measured using the following descriptive terms:
 - almost certain, likely, possible, unlikely, rare (see the likelihood criteria guide overleaf). It provides the context to select one of the above terms).
11. The risk rating matrix (overleaf) can now be used to combine the selected level of consequence with the selected level of likelihood to determine the overall level of risk.
12. This is called the 'current assessment' (with existing controls).

4. Risk Evaluation

13. Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by DET.
14. You should refer to the Acceptability Chart (overleaf) to determine the level of acceptability.
15. The categories of acceptability defined in the Acceptability Chart determine the approach to the management of risk across the Department.
16. Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable.
17. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level – (refer to Risk Treatment).

5. Risk Treatment

18. Options for risk treatment include:
 - Share - if practical to do so, share the risk – or some of it (e.g. outsourcing or insurance)
 - Terminate - cease the activity
 - Accept - risk acceptance requires appropriate authority (see DET's Acceptability Chart to determine whether the risk is acceptable)
 - Reduce - reduce the risk rating level by apply additional treatments until the risk is acceptable.
19. Risk treatment involves a cyclical process of:
 - assessing the risks
 - deciding whether the risk levels are acceptable (by reference to the Acceptability Chart)
 - if not, determine appropriate risk treatment options (see above)
 - implementing risk treatments.
20. A second assessment is then made to confirm the treatments will reduce the level of risk.
21. This second level of risk is called the 'target assessment' (after treatments) where you expect the risk level to be once your treatments have been implemented (once implemented they become existing controls).

6. Communication and Consultation

22. Communication and consultation with all relevant internal and external stakeholders should take place during all stages of the risk management process.

7. Monitoring and Review

23. Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the degree of risk.

DET Risk Management Framework - Assessment Tools

Consequence Criteria: This guide provides indicative terms against which the significance of risk is evaluated.

Descriptor	Student Outcomes	Wellbeing and Safety	Finance	Reputation	Operations	Strategic
Insignificant	<ul style="list-style-type: none"> Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds 	<ul style="list-style-type: none"> Minor injury requiring no first aid or peer support for stress / trauma event 	<ul style="list-style-type: none"> Small loss that can be absorbed 	<ul style="list-style-type: none"> Internal impact (no external impact) 	<ul style="list-style-type: none"> School operations continue with slight interruptions to normal activities 	<ul style="list-style-type: none"> Goals, targets and key improvement strategies can be delivered with inconsequential impacts
Minor	<ul style="list-style-type: none"> Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets 	<ul style="list-style-type: none"> Injury / ill health requiring first aid Peer support for stress / trauma event 	<ul style="list-style-type: none"> Loss of 'consumable' assets, < 2% deviation from budget Minor fraud possible 	<ul style="list-style-type: none"> Adverse comments local community media Short term stakeholder dissatisfaction / comment 	<ul style="list-style-type: none"> Some school operations disrupted Minor workarounds return school to normal operations 	<ul style="list-style-type: none"> Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies
Moderate	<ul style="list-style-type: none"> Student's overall levels of Literacy and Numeracy static Increasing truancy Partial achievement of targeted pathways and transition 	<ul style="list-style-type: none"> Injury / ill health requiring medical attention Stress / trauma event requiring professional support 	<ul style="list-style-type: none"> Loss of assets 2% - 5% deviation from budget External audit management letter 	<ul style="list-style-type: none"> External scrutiny e.g. VAGO Adverse state media comment Stakeholder relationship impacted 	<ul style="list-style-type: none"> Key school operations temporarily disrupted School leadership team meets to return school to normal operations 	<ul style="list-style-type: none"> Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies
Major	<ul style="list-style-type: none"> National targeted improvements not achieved Partial achievement of targeted learning outcomes Student dissatisfaction with access to pathways/transitions 	<ul style="list-style-type: none"> Injury / ill health requiring hospital admission Stress / trauma event requiring ongoing clinical support 	<ul style="list-style-type: none"> Loss of significant assets 6% - 15% deviation from budget External audit qualification on accounts High end fraud committed 	<ul style="list-style-type: none"> External investigation Adverse comments national media Stakeholder relationship tenuous 	<ul style="list-style-type: none"> Whole of school operations disrupted Assistance sought from Regional Office 	<ul style="list-style-type: none"> Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies
Severe	<ul style="list-style-type: none"> Literacy and Numeracy decline Student's engagement and connectedness to the school and their peers is very poor Declining number of student options for pathways and transitions 	<ul style="list-style-type: none"> Fatality or permanent disability Stress / trauma event requiring extensive clinical support for multiple individuals 	<ul style="list-style-type: none"> Loss of key assets >15 % deviation from budget Systemic and high value fraud 	<ul style="list-style-type: none"> Commission of inquiry National front page headlines Stakeholder relationship irretrievably damaged 	<ul style="list-style-type: none"> Normal school operations cease School evacuated Regional Office notified 	<ul style="list-style-type: none"> SSP goals, targets and key improvement strategies cannot be delivered Changes need to be made to the SSP

Likelihood Criteria: This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

Descriptor	Description	Indicative %	Indicative Frequency	Note: 1. The Likelihood Criteria refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a 'major' consequence. 2. The Indicative Frequency may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.
Almost Certain	Expected to occur	>95%	Multiple times in the next year	
Likely	Probably will occur (no surprise)	66-95%	At least once in the next year	
Possible	May occur at some stage	26-65%	Once in the next 3 years	
Unlikely	Would be surprising if it occurred	5-25%	Once in the next 5 years	
Rare	May never occur	<5%	Once in the next 10 years	

DET's Control Effectiveness: Indicates the self-assessment of control effectiveness.

Controls Effectiveness Rating and Criteria	
Ineffective	<ul style="list-style-type: none"> ▪ The design of controls overall, is ineffective in addressing key causes and/or consequences. ▪ Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.). ▪ The controls are not in operation or have not yet been implemented.
Needs Improvement	<ul style="list-style-type: none"> ▪ The design of controls only partially addresses key causes and/or consequences. ▪ Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent. ▪ The controls are not operating consistently and/or effectively and have not been implemented in full.
Acceptable	<ul style="list-style-type: none"> ▪ The design of controls is largely adequate and effective in addressing key causes and/or consequences. ▪ The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders. ▪ The controls are largely operating in a satisfactory manner and are providing some level of assurance.
Effective	<ul style="list-style-type: none"> ▪ The design of controls is adequate and effective in addressing the key causes and/or consequences. ▪ The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders. ▪ The controls overall, are operating effectively so as to manage the risk.

DET's Risk Rating Matrix: Used to combine consequence with likelihood to determine the overall level of risk.

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

DET's Acceptability Chart: Used to decide whether the risk is acceptable, based on the rating calculated.

Extreme = Unacceptable (must have Principal / School Council / Regional Office oversight)	Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal/School Council/Regional Office level, be subject to the development of detailed treatments, on-going oversight and high level review.
High = Tolerable (with ongoing Principal Class Officer review)	Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur.
Medium = Tolerable (with frequent risk owner review)	Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.
Low = Acceptable (with periodic review)	Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.

CAMPS

1. INTRODUCTION

Camps are seen as an integral part of the curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. Camps complement, and are an important aspect of the educational programs offered at the school.

Camps should be relevant to the course of study in a particular subject or number of subjects; their focus should be to extend and enrich the students' experience and understanding of a concept or skill covered in the courses of study and expose students to learning experiences which they might not otherwise have.

Camps may also be permitted where they provide students with the opportunity to participate in sporting, cultural, community or citizenship events.

2. PLANNING

The principal is responsible for the conduct of all camps and must comply with the Department policy on the *Schools Policy Advisory Guide*

(<http://www.education.vic.gov.au/school/principals/spag/safety/pages/excursions.aspx>) including ensuring that:

- An online *Notification of School Activity* form is completed prior to the activity – www.eduweb.vic.gov.au/forms/school/sal/enteractivity.aspx (link requires log in) 6 weeks prior to the activity date, and ensure details are entered on the daily planner
- a planning and approvals process is undertaken
- teachers ensure adequate and appropriate preparation of students takes place. This should include appropriate lead up and follow up work
- the camp emphasises student activity rather than sightseeing

3. APPROVAL

All camps must be approved before they can take place.

Staff wishing to organise any of the following must complete a camp proposal and lodge this for approval by the School Council:

- Overnight excursions
- Camps
- Interstate visits
- International visits
- Excursions requiring sea or air travel, weekends or vacations
- Adventure activities

4. PARTICIPATION

As camps are a part of the school curriculum, it is expected that all students for whom the camp is planned will participate in the camp.

The Principal reserves the right to refuse access to a camp any student whose behaviour is such as to make their participation an unacceptable risk to the well-being of the student themselves, other students or the supervising teacher. Students who have been suspended may be banned from attending camps.

5. TRAVEL

When a private vehicle is to be used for the transport of students, the parent/guardian of each student should be advised of the name of the driver(s) and requested to sign consent for their child to travel in vehicle(s) driven by the named driver(s).

Accurate records of names of students travelling in each vehicle and the route taken must be left with the reception prior to departure.

Any private vehicle used for transport in connection with any school program or function must be currently registered and comprehensively insured (to include liability at law by way of damages no less than \$20 million and an indemnity to the employer), and the driver must have a current and valid driver's licence.

Overseas and Domestic Travel

Staff must use the Department's Travel Policy when organising travel for work purposes including Camps and Excursions. This travel policy replaces the Department and school-based travel policies and procedures previously issued by the Department.

Travel by staff may need approval from the Regional Director. All staff must meet the suggested timelines for travel approval if this is the case. Please refer to the DET Travel Policy

The [Smartraveller](#) website is the Australian Government, Department of Foreign Affairs and Trade (DFAT), travel advisory and consular assistance service. This site also provides useful travel information and tips.

Lalor Secondary College will ensure that it:

- complies with any DFAT travel advice current for the proposed location;
- subscribes to receive automatic travel advice updates from the Smartraveller website both prior to the excursion and when overseas;
- reviews the risk assessment if there are any changes to the DFAT travel advice.

The school will perform a thorough risk assessment for the proposed travel location/s, facilities and venues.

The cost of medical and hospital treatment is high in some countries; therefore it is required that all students and staff take out travel and medical insurance for the entire overseas trip.

6. EMERGENCY NOTIFICATIONS AND COMMUNICATIONS

In the event of an emergency, to ensure information is provided to emergency services, Lalor Secondary College will notify the:

- DET of any approved school camp or excursion at least three weeks beforehand using the [Student Activity Locator online form](#). A user guide has been developed to help schools complete the online form, see: [Student Activity Locator - User Guide](#)
- [Department of Foreign Affairs and Trade](#) (DFAT) of overseas travel plans so that DFAT can help staff and students remain safe and secure while overseas.

Parents or carers will be advised of the telephone numbers (both during and outside school hours) for the designated school contact person in the event of an emergency.

Arrangements for communicating with parents in the event of an emergency, cancellation or recall of the excursion will be made.

Consent forms will remain at the school with the Principal or their designated contact person and copies of each form will be taken on the excursion by the teacher in charge.

In the event of an emergency, accident or injury:

- staff on the excursion will:
 - take emergency action as documented in the camp's emergency and risk management plan
 - immediately notify the school principal
- the Principal will make arrangements for the Department's Security Services Unit to be telephoned on 9589 6266.

7. FIRE DANGER OR BAN

The Principal may need to cancel camps at short notice on days of extreme fire danger or total fire ban. On such days, the Security Services Unit liaises with fire authorities to obtain up to date information for communication to schools that may be affected by wildfire, including schools with students attending camps in areas affected by wildfire. If an excursion is not cancelled, special fire safety precautions will be required.

When required, the school will follow the Department's Emergency Management (Bushfires) Procedures for off-site activities.

8. RISK MANAGEMENT

An assessment of camp risks will be undertaken in accordance with Department guidelines - [Planning – Managing Risk](#).

A camp risk assessment plan will be completed which includes consideration of risks across the entire camp (including transportation, activities undertaken and camp venues). Venue managers and activity providers should be consulted in the preparation of the school's risk management plan and where appropriate, the risk management plans of venues or activity providers should be used to inform the school risk assessment process.

9. PAYMENTS

All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend camp, are invited to discuss alternative arrangements with the Principal and/or the Business Manager.

All families will be given sufficient time to make payments for camps. Parents will be provided with permission forms and camp information clearly stating payment finalisation dates. Students whose payments have not been finalised at least one week to the departure date will not be allowed to attend unless alternative payment arrangements have been organised with the Principal / Business Manager.

10. TEACHER RESPONSIBILITIES

Teachers participating in a camp will:

- understand the purpose of the program and its connection to student learning
- be aware of their supervisory responsibilities throughout the program, see: [Excursion support - supervision](#)
- know who is the nominated member of staff who will provide first aid if required, see: [Excursion support - first aid](#)
- know the exact location of students they are responsible for at all times including during travel.

In addition, the nominated teacher-in-charge will:

- know the exact location of students at all times including during travel
- maintain a record of telephone contacts for the supervising staff accompanying the camp
- know who the school contact person is and their phone number
- have a copy of the names of family contacts for all students and staff on the camp
- have copies of the parental approval and medical advice forms for those students on the camp
- maintain a copy of the completed approval form (including all attachments) submitted to the School Council
- have submitted a notification of school activity using the Student Activity Locator online form three weeks prior to the excursion, see: [Student Activity Locator online form](#) (EduMail password required)

11. STUDENT BEHAVIOUR

Disciplinary measures apply to students on camps consistent with the Lalor Secondary College Student Code of Behaviour and the school's Student Engagement and Inclusion Policy. In extreme cases the camp staff, following consultation with, and the approval of, the principal or their nominee, may determine that a student should return home during a camp.

In such circumstances, the parent/carer will be advised:

- of the circumstance associated with the decision to send the student home
- of the time when the parents/carers may collect their child from the camp
- of the anticipated time that the student will arrive home
- of any costs associated with the student's return which will be the responsibility of the parents/carers

12. LINKS AND APPENDICES

The Key Links which are connected with this policy are sourced through: [DEECD School Policy Advisory Guide - Excursion and Activities](#)

Appendices which are connected with this policy are:

- Appendix C: Timeline for Organising Camps
- Appendix D: Student/Teacher Ratios
- Appendix E: Preliminary Application for Overnight Excursions

- Appendix F: Camps Approval Pro-forma
- Appendix G: Explanatory Notes to DET Excursion Approval Proforma

13. EVALUATION

This policy will be reviewed as necessary due to changes in regulations or circumstances.

APPENDIX C

Time Line for Organising Camps

The following **must be provided** to School Council by the times indicated.

Camps within Australia

Time Line	Details
(at least) Six months prior to camp	Approval to plan the camp taking place – submission to be made in writing with location of the camp rationale for the camp, targeted students, and if possible, anticipated cost – Appendix C.
Two council meetings prior to camp (it is the responsibility of the camp organiser to ascertain the dates of School Council to ensure two meeting prior)	<ul style="list-style-type: none"> • Itinerary / Program • Staffing • Final costs for students
One council meeting prior to camp	<ul style="list-style-type: none"> • Total number of students attending • Evidence of Student Activity Locator (SAL) being completed • Completed copy of Camps Emergency Plan, including Part D (Camps Policy) • If an Outdoor Ed or similar activity camp evidence of completed Risk Management in Outdoor Education

Overseas Camps

Time Line	Details
18 months prior to camp	approval to plan the camp taking place – submission to be made in writing with location of the camp rationale for the camp, targeted students, and if possible, anticipated cost – See Appendix C
Two council meetings prior to camp (it is the responsibility of the camp organiser to ascertain the dates of School Council to ensure two meeting prior)	<ul style="list-style-type: none"> • Information and details about the agency employed • Itinerary / Program • Staffing • Final costs for students • Evidence that camp has been registered with DFAT (https://www.orao.dfat.gov.au/orao/weborao.nsf/Homeform?Openform) • Evidence of SmartTraveller (http://www.smartraveller.gov.au/) travel advice being sought and adhered to • Refer Appendix D
One council meeting prior to camp	<ul style="list-style-type: none"> • Total number of students attending • Evidence of Student Activity Locator (SAL) being completed • Completed copy of Camps Emergency Plan, including part C and D (Camps Policy)

APPENDIX D

Student / Teacher Ratios

Click on the hyperlink to take you to the SPAG for all relevant information and the current staff – student ratios for the following outdoor activities.

<p><u>Abseiling and Rock Climbing</u></p> <p><u>Abseiling Walls and Artificial Climbing Walls</u> http://www.education.vic.gov.au/school/principals/health/Pages/outdoorabseilpeople.aspx http://www.education.vic.gov.au/school/principals/health/Pages/outdoorclimb.aspx</p>	<p><u>Rock Climbing</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorclimbrock.aspx</p>
<p><u>Bushwalking</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorwalk.aspx</p>	<p><u>Ropes Course Challenge</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorrope.aspx</p>
<p><u>Camping - Overnight</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorcamp.aspx</p>	<p><u>Sailing (Small Boats - Dinghies, Catamarans)</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorsail.aspx</p>
<p><u>Canoeing and Kayaking</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorcanoe.aspx</p>	<p><u>Snorkelling</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorsnorkel.aspx</p>
<p><u>Cross Country Skiing</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorskicountry.aspx</p>	<p><u>Scuba Diving</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorscuba.aspx</p>
<p><u>Cycling</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorcycle.aspx</p>	<p><u>Sea Kayaking</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorkayak.aspx</p>
<p><u>Downhill Skiing and Snowboarding</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorskidown.aspx</p>	<p><u>Surfing</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorsurf.aspx</p>
<p><u>Horse Riding</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorride.aspx</p>	<p><u>Swimming - Recreational</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorswim.aspx</p>
<p><u>Orienteering</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoororient.aspx</p>	<p><u>Water Skiing</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorwaterski.aspx</p>
<p><u>Rafting</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorraft.aspx</p>	<p><u>Windsurfing</u></p> <p>http://www.education.vic.gov.au/school/principals/health/Pages/outdoorwindsurf.aspx</p>

APPENDIX E

Preliminary Application for Camp (or Activity Requiring Special Precautions)

This form must be completed and presented to College Council for consideration.

ACTIVITY:			
VENUE:			
DATES:			
TEACHER ORGANISING ACTIVITY:			
PARTICIPANTS:		APPROXIMATE COST (<i>per student</i>)	
Female		Accommodation	\$
Male		Transport	\$
Total		Other	\$
		Total	\$
EDUCATIONAL AIMS OF EXCURSION/ACTIVITY:			
BRIEF OUTLINE OF PROPOSED PROGRAM:			
ACTIVITIES REQUIRING SPECIAL PRECAUTIONS:			

Teacher in Charge:.....

Principal:.....

APPENDIX F

Approval Pro-forma for all Camps

Department of Education & Training

This pro-forma details minimum requirements for School Council approval. It must be submitted to the Principal for School Council approval prior to the camp (two Council Meetings prior to camp – see Appendix A).

All information on this pro-forma is required. Add attachments if necessary.

School councils are responsible for approving:

- overnight excursions
- camps
- interstate/overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities.

Complete the [Student Activity Locator online form](#) three weeks prior to the camp. Sections with an * have explanatory notes included at the end of this document.

Ensure you have the most current version of this template

Download from the [Safety Guidelines for Education Outdoors](#) website at:

<http://www.education.vic.gov.au/school/principals/health/Pages/outdoor.aspx>

PROGRAM NAME, YEAR, LOCATION, DATE(S), TEACHER-IN-CHARGE

Name of program:

Year level(s):

Location(s):

*** Date(s):**

Name of teacher-in-charge:

* EDUCATIONAL PURPOSE

PROGRAM DETAILS

*** Program outline, including:**

- 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

*** Overnight accommodation**

Type of accommodation.

- Accredited residential campsites Tents/camping Other

Physical location. For example, name, address, or map and grid reference.

Contact phone number(s):

- Residential campsite (if applicable)
- Staff mobiles
- Other

Adventure activities

Tick the [adventure activities](#) that have been planned to occur during the program:

- | | | |
|--|--|---|
| <input type="checkbox"/> Abseiling | <input type="checkbox"/> Base camping | <input type="checkbox"/> Bushwalking |
| <input type="checkbox"/> Canoeing/kayaking – low | <input type="checkbox"/> Challenge ropes course – high | <input type="checkbox"/> Challenge ropes course |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> Horse riding | <input type="checkbox"/> Indoor rock climbing |
| <input type="checkbox"/> Orienteering | <input type="checkbox"/> Rafting | <input type="checkbox"/> Rock climbing |
| <input type="checkbox"/> Sailing | <input type="checkbox"/> SCUBA diving | <input type="checkbox"/> Snorkelling |
| <input type="checkbox"/> Snow activities | <input type="checkbox"/> Surfing | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Water skiing | <input type="checkbox"/> Windsurfing | <input type="checkbox"/> Other: |

The conduct of each activity will comply with the requirements outlined in the [Safety Guidelines](#) for that activity.

Staff providing instruction activities have read the relevant safety guidelines YES



A risk management plan for the excursion must be completed and attached with this submission. Guidance on the risk management process is available in the section of the website called [Planning – Managing Risk](#).

*** Transport arrangements – Bus Hire**

- Internal External Both

Type of transports and seating capacity:

Will a member of the supervising staff be driving students? Yes No

If yes, list driver(s).

Approximate distance between school and destination:

All transport requirements comply with the advice in the School Policy and Advisory Guide, [Transporting Students](#) and [VicRoads](#) regulations. YES

Budget	
INCOME	EXPENDITURE
Student Fees Other income:	Transport Food Accommodation Staffing Equipment Other expenditure:
Total income:	Total expenditure

STUDENTS AND STAFF

Students

Number of female students:

Number of male students:

List required [student preparation](#), if any:

Staffing Details

All staff members including teachers, school support staff, parents, volunteers, and external providers should be listed if known at the time of submission to school council.

For staff members who will provide supervision of students and who are not registered teachers a [Working with Children](#) check is required (after July 2007).

Name	Role eg Teacher, Parent, Instructor, Volunteer, Non-school staff	Qualifications (including First Aid)	Police Check

Risk Register – see examples below

Supervising teachers/staff: _____

Program/Excursion: _____

Year Level: _____

Dates: _____

Location(s): _____

Risk Description	Existing Controls	Rating			Treatment Priority ¹	Treatment
		Effectiveness of existing controls	Risk Consequences	Risk Likelihood		
Describe the risk event, cause/s and consequence/s. For example, <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimise a particular risk	Effectiveness of existing controls	Risk Consequences	Risk Likelihood	If control effectiveness is poor or unknown provide further treatment	For those risks requiring treatment in addition to the existing controls. List: <ul style="list-style-type: none"> • What will be done? • Who is accountable? • When will it happen?
Giant Swing Students are secured into the swing. Incident can only occur if there is an equipment failure.	All students secured to the Giant Swing to ensure that they cannot fall. Activity led by experienced high ropes instructors from the Anglesea Recreation Camp	Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	Treat Monitor	Giant Swing activity, including equipment checks conducted by Anglesea Recreation Camp team prior to activity being conducted.
Surfing May result in drowning due to surfing incident	Water ability ascertained prior to camp and parent approval obtained.	Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	Treat Monitor	Activity coordinated by accredited staff from Anglesea Recreation Camp

¹ Use the Risk Treatment Priority Table at the end of this document to determine the treatment priority.

Local Phone Contacts

Emergency Services: 000

Local Emergency Services (The location of emergency services should be marked on maps where possible)

- ☎ Ambulance - 000
- ☎ Police – 000 or 5263 3468
- ☎ Hospital –
- ☎ Medical Centre –
- ☎ CFA – 000 CFA District Office –
- ☎ Emergency Bush Fire Information Line: 1800 240 667
- ☎ SES –

Risk Treatment Priority Table – see examples below

Use the table below to decide the overall risk rating and represent the priority of the each risk for treatment.

Consequences	Major	Student fall from Giant Swing	Students not staying together for Night walk		
	Moderate				
	Minor				
	Insignificant				
		Rare	Unlikely	Likely	Almost certain
Likelihood					

<i>Treat</i>	<i>Monitor</i>
---------------------	-----------------------

EMERGENCY RESPONSE PLAN PROFORMA

Copies of this document should be provided to all staff and to the school's designated emergency contact person. The information supports the initial response to an incident and should form part of a more detailed emergency management plan

Features of the region

Communication with emergency support

How will emergency services access the group at each location?

- *How long will it take for support to arrive?*

Information required when reporting a serious accident

- *Number of students injured, names of students injured*
- *Suspected injuries*
- *When it happened... Where it happened... What happened*
- *Current location of injured student(s)*
- *Student's present condition*
- *Condition of other group members and the name of the person who is with them*
- *What is currently happening*
- *Estimated time of next communication and method of communication*
-

Phone Contacts

Emergency Services: 000

Local Emergency Services *(The location of emergency services should be marked on maps where possible)*

 Ambulance - 000

 Police – 000 or

 Hospital –

 Medical Centre –

 CFA – 000 CFA District Office –

 Emergency Bush Fire Information Line: 1800 240 667

 SES –

	CAMP INFORMATION Letter Monday 4th April to Friday 8th April
--	---

It is with great pleasure that we write to advise you of the details for the _____ to be held in from February 24th to February 26th for all Year 10 students.

Students will engage in a range of activities and workshops that further develop

- Self-awareness
- Leadership

The camp will be led by staff from Lalor Secondary College with support from Teachers and specialist staff from the Camp.

The workshops and activities undertaken are highly interactive and will guide students on how to achieve their very best through working to their strengths, and through understanding how to work on those areas that might limit their performance.

The cost of this camp is _____

ENQUIRIES

Staff Member Organising the Camp Details

About the Camp – Example

Anglesea Recreation Camp is located on the Great Ocean Road, a 90-minute drive from Melbourne. The Camp offers a range of beach, water, challenge, environmental and team building activities for all to enjoy.

Our camp is within easy access of a multitude of Surf Coast attractions, including:

Lorne

Torquay

Erskine Falls

Aireys Inlet

Split Point Lighthouse – home of the TV show “Round the Twist”

Great Otway National Park

Destination fishing spots

Anglesea Golf Course

Surfing lessons with the best

FACILITIES

In addition to accommodation and activities, Anglesea Recreation Camp has a range of indoor and outdoor facilities available for use.

Outdoor facilities include:

- Basketball court
- Sand volleyball court

- Grassed sports area
- Ga-Ga pit (similar to dodgeball)
- Campfire
- Nature trails
- Giant checkers board

Should the weather prevent you from heading outdoors, Anglesea has a range of indoor facilities that provide great alternatives for all types of groups:

- Indoor climbing wall and bouldering room
- Sports stadium
- Indoor soccer nets
- Table tennis
- Environmental activities

ACTIVITIES

Other activities included in the camp are- High Ropes, Mountain bike Riding, Giant Swing, Canoeing, Surfing, bush/beach walks, Archery, beach games and camping.

Travel arrangements for camp

Lalor Secondary College Students will travel to and from _____ by bus.

Monday 4th April – travel to camp

The bus will depart from:

Parents/carers are responsible for bringing children to the bus departure point by 1:30pm.

Travel time: Approximately 2 Hours

Thursday 8th April – travel to Melbourne

The bus will depart the _____ Camp at 1.30pm

The bus will return to:

Arrival time: Approximately 3.30pm

Parents/carers are responsible for picking children up from the bus arrival point between 3.30pm – 4.00pm.

Forms and authorisations to be completed

Parents/carers are required to fill out the following forms (attached):

- Parent excursion consent form.
- Student confidential and medical information form – this includes information about your child's medical and dietary needs and includes emergency contacts.

Please return signed Parent Consent Form and Medical Forms to

by Friday 18th March

Personal Details of Staff Member Organising the Camp

Attach Camp Program

DET North Western Victoria Region

Documentation to be lodged prior to departure by the KAE

Copies of the following completed documents will be kept with NWVR and the Teacher in Charge before the program commences.

- Signed informed consent from parents/guardians
- 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 list(s) 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.
- Completed staffing details proforma
- Risk management plan
- 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

- Other school-specific information:

Acknowledgement by the teacher-in-charge that all required documentation indicated on this form will be completed prior to the program starting.

Teacher-in-charge:

Name _____

Signed _____

Date- _____

SCHOOL APPROVAL

Acknowledgement of receipt of *approval pro-forma* for activities requiring school council approval.

Principal:

Name _____

Signed _____

Date _____

Approved and minuted at a school council meeting on _____

School Council President:

Name _____

Signed _____

Date _____

Schools are asked to return their signed Approval to:

Name of Person Running the Camp.

APPENDIX G

Explanatory Notes to Approval Proforma

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

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.

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.

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.

Contact land managers to determine if permit or access requirements apply for activities that are conducted on public land or in state/national parks.

Joint excursions with other schools must be approved by each school council. Each school must submit an online notification to the Emergency Management and Security Branch.

Overnight accommodation

This includes all forms of overnight accommodation.

Residential camping is at sites with permanent facilities like dormitories, kitchen, showers, toilets, phones and recreation options.

Residential campsites operated or used by Victorian government schools must be accredited with a Department of Education & Training recognised accreditation provider. Refer to the School Policy and Advisory Guide, [Venue Selection](#) for current accreditation providers.

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.

Provide details of all accommodation being used with your submission to school council.

Transport

Internal transport is provided by school-owned or private, staff-owned vehicles. External transport is transport provided by contractors, parents or other external providers.

The parent consent form should include a statement advising parents if a private vehicle is used as part of the emergency management plan for a camp or excursion.

If a teacher or staff member will be driving students, the program should allow them adequate rest time prior to driving, consistent with the advice on the [transport](#) page of the Safety Guidelines.

Give careful consideration to securing equipment during transportation, including equipment on trailers, roof racks and inside vehicles.

Supervising staff

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.