

## APPENDIX B. RISK MANAGEMENT PLAN

A Risk Management Plan must be prepared for all onsite and offsite recreation and outdoor education activities. For offsite activities the Risk Management and Emergency Response Plans must be submitted with the relevant excursion approval form and the school principal is the Excursion Approval Authority.

Section 1: The Activity							
Name of activity:		Start time:		Start date:			
Location/ venue address and contact details:		Finish time:		Finish date:			
Brief description of activity/activities							
Year groups involved:		Total number of students:		Male:		Female:	
						X (indeterminate/ intersex/unspecified):	
Teacher-in-charge:		Experience/Qualifications:	<insert experience directly related to desired activities and location, relevant qualifications (including first aid/aquatic rescues), applicable licences etc.>				
Supervisory team member(s):		Experience/Qualifications:					
Vehicle(s)/vessel(s) make, models and registration numbers							
Section 2: Purpose							
Educational purpose of the activity:							

Section 3: Risk Rating Matrix							
Risk rating		Consequences					Likelihood
		Insignificant	Minor	Moderate	Major	Critical	
Likelihood	Almost certain	Medium	Medium	High	Extreme	Extreme	Consequences
	Likely	Medium	Medium	High	Extreme	Extreme	
	Possible	Low	Medium	Medium	High	Extreme	
	Unlikely	Low	Low	Medium	High	High	
	Rare	Low	Low	Low	Medium	High	
	Almost certain	Expected to occur in most circumstances.					
	Likely	High probability of occurring.					
	Possible	May occur at some point in time.					
	Unlikely	Unlikely to occur but could happen.					
	Rare	Occurs infrequently.					
	Insignificant	No injuries with no impact on activity.					
	Minor	Basic first aid treatment required (onsite), limited impact on activity					
	Moderate	Medical treatment required with disruption or delays to activity.					
	Major	Serious injury requiring specialist treatment or hospitalisation. Major delay or suspension of activity is likely to occur.					
	Critical	Permanent or serious injuries sustained. Activity is immediately suspended.					

Risk Rating Levels, Descriptors and Prescribed Actions		
Level	Description of risk rating	Actions
Low	If an incident were to occur, it is rare or unlikely to disrupt the activity or result in an injury to the participants.	Activity is acceptable if monitored using existing management strategies.
Medium	If an incident were to occur, there is the possibility of disruption or delay to the activity and/or an injury to participant(s) requiring medical treatment.	Additional risk management strategies may be required prior to engaging in the activity.
High	If an incident were to occur, it is likely to cause major delays or cancellation of the activity and/or is likely to result in participants requiring specialist treatment or hospitalisation.	Additional risk management strategies are required prior to engaging in the activity.
Extreme	If an incident were to occur, it would result in immediate cancellation of the activity and/or is likely to result in permanent or serious injuries to the participant(s).	Alternative activities should be considered or significant risk management strategies must be implemented to ensure safety.

**Section 4: Risk Assessment:** These examples are provided as a guide and are not intended as an exhaustive list. (The Department teacher-in-charge is responsible for ensuring adequate risk assessments are completed prior to engaging in any recreation or outdoor education activity).

<b>Hazards may include but are not limited to:</b>	<b>Risks may include but are not limited to anything relevant to:</b>	<b>Causal factors may include but are not limited to:</b>	<b>Strategies to reduce risks may include but are not limited to:</b>
<ul style="list-style-type: none"> <li>• Familiarity with environment</li> <li>• Participants' physical/ mental capacity and skill sets</li> <li>• Group size</li> <li>• Personal attitudes</li> <li>• Existing medical conditions</li> <li>• Exposure</li> <li>• Extreme weather (heat/cold)</li> <li>• Wildlife (flora and fauna)</li> <li>• Terrain (trails, landscapes etc)</li> <li>• Aquatic environments</li> <li>• Vehicles</li> <li>• Equipment (lifespan, incorrect equipment, missing/forgotten etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group becomes separated/ lost</li> <li>• Exacerbation of existing/prior medical condition</li> <li>• Hypothermia/hyperthermia.</li> <li>• Falls from heights</li> <li>• Physical injuries (including but not limited to fractures, abrasions, bites and stings, shock, conditions associated with extremes of weather etc)</li> <li>• Encounters with wildlife</li> <li>• Drowning</li> <li>• Fatigue</li> <li>• Unseasonal weather conditions</li> <li>• Bush fires</li> <li>• Physical/mental capacity/limitations of participants</li> <li>• Mechanical issues/failures (with vehicles, trailers and activity specific equipment)</li> <li>• Missing/forgotten equipment.</li> <li>• Terrain (Steep, loose, rocky, thick bush/scrub lands, water crossings, lack of vehicle access, unmarked trails)</li> <li>• Inexperience</li> <li>• Negative/inappropriate personal behaviours of individuals placing others/self at risk</li> <li>• Poor group management</li> </ul>	<ul style="list-style-type: none"> <li>• Participants' inadequate skill sets for desired activity including but not limited to swimming and navigation abilities</li> <li>• Ineffective supervision</li> <li>• Inadequate briefings</li> <li>• Fear</li> <li>• Fatigue</li> <li>• Terrain (steep, loose, rocky, thick bush/scrub lands etc)</li> <li>• Poor prior planning/research (weather, environment, nutrition, lack of personal familiarity)</li> <li>• Inappropriate equipment (outdated PPE, shelter, activity specific, personal equipment for climate e.g. clothing, sleeping etc)</li> <li>• Incorrect use of equipment</li> <li>• Poor maintenance of equipment</li> <li>• Inexperience</li> <li>• Poor knowledge of local environment</li> <li>• Complacency</li> <li>• Lack of appropriate first aid equipment/ medication and/or experience in administering first aid</li> <li>• Recent/prior medical conditions/ environmental triggers</li> <li>• Lack of clearly established rules</li> <li>• Unexpected unseasonal weather</li> <li>• Weather/exposure (lack of shelter, heat, cold, wet, windy)</li> <li>• Activities scheduled for middle of the day</li> <li>• Disturbing/approaching wildlife</li> <li>• Inadequate skill set/participation in skill development sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough briefings</li> <li>• Consent forms (including current medical information)</li> <li>• Information letters (includes who, when, where, why, equipment list)</li> <li>• Experienced/qualified supervisors</li> <li>• Adequate supervision</li> <li>• Accurate current knowledge of environment and specific area</li> <li>• Selection of activity/environment to suit capacity of participants</li> <li>• Monitor weather (cancel/reschedule as required)</li> <li>• Plan activities to avoid any area of known risks</li> <li>• Regular maintenance and/or logs for equipment use</li> <li>• Check all equipment directly prior to use</li> <li>• Spare/replacement equipment readily available</li> <li>• Carry comprehensive first aid kit suitable for desired activity and participants</li> <li>• Where possible, avoid known environmental triggers for medical conditions</li> <li>• Buddy checks</li> <li>• Monitor and cancel, reschedule, or change locations as required</li> <li>• Establish signals/communication techniques</li> </ul>

The Department teacher-in-charge should assess each risk that the recreation or outdoor education activity may pose to the safety, health or wellbeing of any student or staff and propose strategies for minimising and managing those risks (see General Requirements A.13 and A.14).

Risk Assessment							
<b>1. Camping</b>							
This risk assessment template example is not intended as an exhaustive list. This example identifies one hazard, associated risks, causal factors and strategies to reduce or remove risk.							
Hazards	Risk	Causal factors		Risk rating	Strategies to reduce or remove risk	Who is responsible and by when?	Residual risk rating
Prior medical conditions	Exacerbation of existing/prior medical condition	People	<ul style="list-style-type: none"> <li>Poor maintenance of medical condition.</li> <li>Recent prior medical incidents.</li> </ul>	High	<ul style="list-style-type: none"> <li>Obtain current consent form with updates to any medical conditions.</li> <li>Consult/carry a copy of participants' current medical action plan.</li> <li>Ensure supervisors are aware of medical conditions</li> <li>Participant is monitored.</li> <li>Supervisors are qualified/able to administer effective first aid if required.</li> <li>Discuss management plan with participant.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-in-charge (TIC) is responsible for obtaining current consent and medical update prior to activity commencement.</li> <li>TIC to brief supervisors on relevant medical conditions and ensure supervisory team has skill set to administer effective first aid when/if required.</li> <li>TIC to ensure participant is monitored by designated supervisors throughout activity.</li> <li>TIC to discuss management plan with participant.</li> </ul>	Low
		Equipment	<ul style="list-style-type: none"> <li>Ineffective medication.</li> <li>Unable to access medication.</li> </ul>	High	<ul style="list-style-type: none"> <li>Ensure participant has appropriate medication in easy to access location and/or with them at all times.</li> <li>Identify chief first aid supervisor and ensure first aid kit has relevant items and person qualified to administer.</li> </ul>	<ul style="list-style-type: none"> <li>Each participant is responsible for ensuring they have required personal medication. TIC is to confirm access to and administration of medications with participant and relevant supervisors prior to activity.</li> <li>Chief first aid officer is to be identified and briefed prior to activity. They are to check first aid kits.</li> </ul>	Low
		Environment	<ul style="list-style-type: none"> <li>Exposure to trigger environments/ activities that increase risk of onset of medical condition.</li> </ul>	High	<ul style="list-style-type: none"> <li>Minimise/avoid exposure to trigger environments.</li> </ul>	<ul style="list-style-type: none"> <li>TIC to consider and avoid seasons and times of day that can trigger known medical conditions when planning activities.</li> </ul>	Moderate

Examples of other camping hazards could include fire risk, water proximity, prevailing weather conditions, ground instability or open flame cooking activities.

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Risk Assessment EXAMPLE						
2. Paddling: Primary school students Years K-6 The use of Stand-Up Paddle Boards are not permitted for primary school students Year K-6. All other K-6 paddling activities must only be conducted in swimming pools and calm water environments. This risk assessment template example is not intended as an exhaustive list. This example identifies one hazard, associated risks, causal factors and strategies to reduce or remove risk.						
Hazards	Risk	Causal factors	Risk rating	Strategies to reduce or remove risk	Who is responsible and by when?	Residual risk rating
Adverse change in weather conditions	Wind strength and direction	People <ul style="list-style-type: none"> <li>• TIC and/or supervisory team members have not monitored current weather conditions.</li> <li>• TIC has not planned alternative activity delivery strategies for changing weather conditions.</li> <li>• Students do not have the skills, knowledge or experience to participate safely in the changing weather conditions.</li> </ul>	High	<ul style="list-style-type: none"> <li>• All supervisors meet the qualification requirements.</li> <li>• Students have been assessed and can demonstrate the paddling skills required to cope with the weather conditions.</li> <li>• Supervision strategies meet the location, nature of the environment and weather conditions.</li> <li>• Reduce supervision ratios to meet predicted/actual weather conditions.</li> <li>• Planning for the activity includes modifications that are tailored to account for a range of weather conditions and student capacity.</li> <li>• Prior to the activity, brief supervisory team on emergency response plan and the roles and responsibilities of supervisors.</li> <li>• Pre-activity briefing identifying weather conditions to staff and students and methods of communication.</li> <li>• Rehearse communication processes with students and staff that include paddle signals, hand signals, whistles, verbal cues and communication devices prior to the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-in-charge (TIC) confirms that the supervisory team has the qualifications, experience and competencies for this activity.</li> <li>• TIC is responsible for assessing student capacity can meet the requirements of the current weather conditions. Assessment of predicted weather conditions prior to and on arrival.</li> <li>• TIC to brief supervisors and students on any modifications required to the activity including distance from shore, boundaries and support craft requirements. This should include supervision strategies continue to meet weather conditions.</li> <li>• TIC to brief supervisory team on emergency response procedures and supervision strategies to ensure student safety prior to the activity. This should be repeated at the activity if modifications are required on arrival.</li> <li>• TIC and supervisory team to brief and rehearse with students on communication processes and signals in the event of adverse weather conditions, paddle craft capsize, fall from the craft or separation from the group.</li> <li>• TIC and support craft operator communicate strategies to support the</li> </ul>	Low

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				<ul style="list-style-type: none"> <li>• Constant monitoring of students for fatigue and response to conditions.</li> </ul>	<p>activity in the current and/or predicted conditions that include monitoring fatigue.</p>	
		Equipment	<ul style="list-style-type: none"> <li>• Equipment failure</li> <li>• Lack of visibility</li> <li>• Hyperthermia/hypothermia</li> </ul>	High <ul style="list-style-type: none"> <li>• Appropriate clothing for exposure to heat, wind and cold.</li> <li>• Provision of highly visible clothing and equipment by school or external provider.</li> <li>• Check equipment safety prior to activity commencing.</li> <li>• Communication equipment (whistles, phones, two-way radios etc) provided to the supervisory team must be waterproofed and secured.</li> <li>• Support craft available at all times and appropriate to affecting a rescue if required.</li> </ul>	<ul style="list-style-type: none"> <li>• TIC communicates to parents prior to the activity to consider clothing choices appropriate for range of conditions.</li> <li>• TIC briefs support craft supervisor on activity and communication plans.</li> <li>• Each member of supervisory team is provided with communication equipment by TIC at briefing.</li> <li>• Supervisory team to check and confirm safety of all equipment (including student apparel) prior to commencement of activity.</li> <li>• Each member of the supervisory team confirms communication equipment is waterproof and secured.</li> </ul>	Low/ Moderate
		Environment	<ul style="list-style-type: none"> <li>• Exposure to increased wind strength resulting in increased swell and/or water chop.</li> </ul>	High <ul style="list-style-type: none"> <li>• Continue to monitor wind speed and direction before the activity, on arrival and during.</li> <li>• Decrease the distance that the students can travel from a safe landing point (the shore) and communicate the activity boundaries to students and supervisory team.</li> <li>• Brief and rehearse with students and supervisory team emergency responses and communication strategies.</li> <li>• Students demonstrate communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• TIC develops a clear communication plan for Principal approval including an Emergency Response Plan (Appendix C).</li> <li>• TIC monitors weather conditions prior, on arrival and during the activity.</li> <li>• TIC in consultation with the supervisory team modifies the activity as required and communicated modifications to students.</li> <li>• TIC briefs supervisory team and students on relevant communication plan strategies and confirms their understanding (through demonstration).</li> </ul>	Moderate

Examples of other Paddling activity hazards could include collision with other paddle craft, capsizing, injury (head or other minor injuries like hand blisters, cuts and grazes), submerged rocks and sun exposure.

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Risk Assessment EXAMPLE						
3. Paddling including SUPs: Secondary school students Years 7-12						
This risk assessment template can be used to plan all paddling craft activities including Stand-Up Paddle Boards (SUPs). This is not intended as an exhaustive list. This example identifies one hazard, associated risks, causal factors and strategies to reduce or remove risk.						
Hazards	Risk	Causal factors	Risk rating	Strategies to reduce or remove risk	Who is responsible and by when?	Residual risk rating
<i>Capsizing; or falling off/from a SUP/paddle craft</i>	<i>Entrapment, injury, drowning, exposure, separation from craft</i>	<p><b>People</b></p> <ul style="list-style-type: none"> <li>• <i>Weather conditions are unsuitable for the age and capacity of the students</i></li> <li>• <i>TIC and/or supervisory team members have not monitored current weather conditions</i></li> <li>• <i>SUP's or other light paddle craft are unsuitable for the weather conditions.</i></li> <li>• <i>Student behaviour/ actions on the SUP or in paddle craft (incorrect use of the equipment)</i></li> <li>• <i>Students do not have the skills, knowledge or experience to participate safely in the paddle craft in current conditions.</i></li> <li>• <i>Inadequate capsize briefing</i></li> </ul>	<i>High</i>	<ul style="list-style-type: none"> <li>• <i>Risk Management Plan of contracted external provider has been sourced, reviewed and attached to planning documents for approval.</i></li> <li>• <i>All supervisors meet the qualification requirements.</i></li> <li>• <i>Supervision strategies meet student capacity, location, nature of the environment and weather conditions.</i></li> <li>• <i>Students have previously demonstrated the required lead up skills for this activity and the type of paddle craft.</i></li> <li>• <i>If students are using SUPs, they can demonstrate the required balance, single paddle technique and recovery skills prior to the commencement of the activity.</i></li> <li>• <i>Students take part in a capsize or falling off (SUPs) briefing on land. Students then demonstrate in the water the appropriate recovery skills required for the type of craft being used.</i></li> <li>• <i>In paddle craft that pose an entrapment risk (Group 2 Paddle craft) assess students to ensure they can demonstrate water recovery effectively.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher-in-charge (TIC) sources the risk management plans and emergency response plans of any external activity providers. Advice sought from Department policy contact regarding suitability if required.</i></li> <li>• <i>TIC confirms that the supervisory team has the mandated qualifications, experience and competencies for this activity and the paddle craft being used.</i></li> <li>• <i>TIC confirms Principal approval for the activity that includes all required planning documentation including a risk management plan and emergency response plan.</i></li> <li>• <i>TIC is responsible for confirming student capacity can meet the requirements of the current conditions (including lead up paddling skills and capsize or fall recovery).</i></li> <li>• <i>TIC and supervisory team to confirm students can demonstrate skills specifically relating to SUPs prior to the activity.</i></li> <li>• <i>TIC to brief supervisory team on emergency response procedures and supervision strategies to ensure the safety of all students including incidences where students capsize or fall from craft.</i></li> <li>• <i>Assessment of predicted weather conditions prior to and on arrival.</i></li> </ul>	<i>Low</i>



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			<p>prior to activity commencement.</p>	<ul style="list-style-type: none"> <li>• The activity is modified or tailored to account for current weather conditions and student capacity.</li> <li>• Establish clear communication processes with students and staff that include paddle signals, hand signals, whistles, verbal cues and communication devices that have been rehearsed prior to the activity.</li> <li>• Pre-activity briefing identifies staff and student methods to communicate if a student falls from a SUP or paddle craft or separated from the group.</li> <li>• Supervisors maintain a close distance between craft to closely supervise a student who has fallen from a SUP or capsized from a paddle craft.</li> <li>• Constant monitoring of students for fatigue. This may be as a result of 'righting' a paddle craft or climbing back onto a SUP.</li> <li>• Use a buddy system (at least 2 paddle craft remaining together). Consider weaker students buddy with stronger students.</li> </ul>	<ul style="list-style-type: none"> <li>• TIC and supervisory team members are briefed about supervision procedures and any modifications in response to weather condition AND when a member is attending a student capsize or fall from craft.</li> <li>• TIC to brief supervisory team on the Emergency Response Plan roles when a student has incurred a minor or major injury or incident.</li> <li>• TIC to brief and rehearse with students and staff on communication processes and signals in the event of a paddle craft capsize or a fall from a SUP.</li> <li>• TIC oversees the supervisory team buddying students together (considering the capacity of the students) prior to entering the water.</li> </ul>		
		Equipment	<ul style="list-style-type: none"> <li>• Equipment damage or failure</li> <li>• Deteriorating weather conditions</li> <li>• Hypothermia</li> <li>• Lack of visibility of a student in the water</li> </ul>	High	<ul style="list-style-type: none"> <li>• Highly visible clothing and equipment</li> <li>• Appropriate clothing for exposure to wind and cold.</li> <li>• Support craft available at all times and appropriate to affecting a rescue if required.</li> <li>• Check equipment safety prior to activity commencing.</li> <li>• Communication equipment (whistles, phones, two-way radios etc)</li> </ul>	<ul style="list-style-type: none"> <li>• TIC communicates to parents prior to the activity to ensure students wear appropriate clothing.</li> <li>• TIC and supervisory team members ensure each student is correctly attired with highly visible clothing.</li> <li>• TIC briefs support craft supervisor on activity and communication plans.</li> <li>• Supervisory team to check and confirm safety of all equipment (including student</li> </ul>	Low/ Moderate



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				<p><i>provided to supervisory team must be waterproofed and secured.</i></p> <ul style="list-style-type: none"> <li>• <i>Ensure students on a SUP have leg rope correctly attached.</i></li> </ul>	<p><i>apparel) prior to commencement of activity.</i></p> <ul style="list-style-type: none"> <li>• <i>Each member of supervisory team is provided with communication equipment by TIC at briefing.</i></li> </ul>		
		Environment	<ul style="list-style-type: none"> <li>• <i>SUP's or other light paddle craft are unsuitable for the weather conditions.</i></li> <li>• <i>Current, swell or wind may cause student to drift and become separated from craft.</i></li> <li>• <i>Exposure to cold and hypothermia</i></li> <li>• <i>Water conditions: wind, waves, swell, other craft.</i></li> </ul>	High	<ul style="list-style-type: none"> <li>• <i>Plan alternative activities for changing weather conditions.</i></li> <li>• <i>Communicate to students and parents prior to the activity the requirement for appropriate clothing.</i></li> <li>• <i>Set clear boundaries for the activity and support craft to monitor.</i></li> <li>• <i>Establish clear communication processes with students and staff that include paddle signals, hand signals, whistles, verbal cues and communication devices that have been rehearsed prior to the activity</i></li> <li>• <i>If using SUPs brief students on strategies to reduce fatigue e.g. sitting or kneeling on board to paddle (lower the centre of gravity).</i></li> <li>• <i>Continue to monitor wind speed and direction prior to the activity, on arrival and during the activity.</i></li> <li>• <i>Decrease the distance that the students can travel from a safe landing point (the shore).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>TIC communicates to parents prior to the activity to consider clothing choices appropriate for range of conditions.</i></li> <li>• <i>TIC monitors weather conditions prior, on arrival and during the activity.</i></li> <li>• <i>TIC in consultation with the supervisory team modifies the activity as required.</i></li> <li>• <i>TIC briefs supervisory team and students on relevant communication plan strategies.</i></li> </ul>	Moderate