



# CAMPS & EXCURSIONS

## GUIDELINES FOR SCHOOLS AND PRESCHOOLS

### HEALTH AND SAFETY GUIDELINES FOR CAMPS, EXCURSIONS AND RELATED SPORTING AND RECREATIONAL ACTIVITIES

This document must be used in conjunction with the following DECS publications:

- Administrative Instructions and Guidelines (AIGs)
- Occupational Health, Safety and Welfare (OHS&W) Manual
- National Junior Sports Policy

Although the guidelines cover numerous activities, including subsets of head listings, the list here is not intended to be definitive of all activities that might be offered in DECS educational services. The guidelines include processes for developing safety protocols for other activities and possibly having them included in future updates.

For information about work experience programs, see the following publication:

- *Workplace Learning — Conditions and Guidelines*  
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## **FOREWORD**

This edition of *Camps & Excursions Guidelines for Schools and Preschools* updates and refines the previous edition, which was updated in October 2001. The revised guidelines reflect the ever-expanding array of activities on offer in South Australian schools, preschools and the environment beyond and deal with numerous activities. They acknowledge the increasing recognition of the value of camps and excursions and related sporting and recreational activities in all areas of the curriculum, as described in the South Australian Curriculum Standards and Accountability framework.

The revised guidelines also respond to the increasing need to ensure attention to occupational health, safety and welfare issues in all of our worksites, as required by the OHS&W Act 1986. For the purposes of that Act, worksites include schools, preschools and any other areas where educational activities take place. In that sense, a camp or excursion venue is considered to be an extension of the worksite. Emphasis is therefore given to important planning considerations impinging on the safe conduct of activities in regard to students/children, teachers and other participants. These include qualifications and experience of leaders, the nature of the student/child group, individual needs such as health care, local terrain and weather conditions, communication facilities and emergency action plans.

The age of children is an important factor in planning for any camp or excursion activity. This publication has been written specifically for children who attend schools and preschools and is not intended to take the place of regulations or national standards in Family Day Care, Centre Based Childcare or Out of School Hours Care services.

These guidelines were originally developed in consultation with many preschool, school, district and state office staff who provided valuable feedback and advice. The guidelines will assist principals, preschool directors and organisers of camps and excursions by providing a structure for planning the safe conduct of activities. This should support and strengthen existing provisions and practices that are in place in schools and preschools. Above all, the emphasis is to facilitate the planning and success of camps and excursions that offer interest, challenge and discovery to both supplement and extend upon day to day classroom and preschool experiences.

I commend the revised *Camps & Excursions Guidelines for Schools and Preschools* to you.

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|  |           |
|--|-----------|
| <b>FOREWORD .....</b>  | <b>2</b>  |
| <b>GLOSSARY.....</b>   | <b>9</b>  |
| <b>GLOSSARY cont. ....</b>   | <b>10</b> |
| <b>ACRONYMS.....</b>   | <b>11</b> |
| <b>WEBSITE LINKS AND RESOURCES.....</b>                            | <b>12</b> |
| <b>FORMS.....</b>  | <b>13</b> |
| <br>   |           |
| <b>1. CAMPS AND EXCURSIONS IN THE CURRICULUM.....</b>              | <b>14</b> |
| 1.1 Introduction.....  | 14        |
| 1.2 Status of guidelines and instructions .....                    | 14        |
| 1.3 Rationale.....   | 15        |
| 1.4 Structure.....   | 15        |
| 1.5 Selecting activities and essential planning requirements ..... | 15        |
| 1.6 Exclusions.....  | 16        |
| <br>   |           |
| <b>2. PLANNING .....</b>   | <b>16</b> |
| 2.1 Student inclusivity.....                                       | 17        |
| 2.2 Site selection.....  | 17        |
| 2.2.1 Safety .....   | 17        |
| 2.2.2 Hazard assessment .....                                      | 18        |
| 2.2.3 Hygiene .....  | 19        |
| 2.2.4 Campsite accreditation.....                                  | 19        |
| 2.2.5 Environmental impact.....                                    | 19        |
| 2.2.6 State and national park visits .....                         | 20        |
| 2.2.7 Bookings.....  | 20        |
| 2.3 Contingency plans .....  | 20        |
| 2.3.1 Action strategies.....                                       | 20        |
| 2.3.2 School /preschool contact person.....                        | 21        |
| 2.3.3 Communications.....  | 22        |
| 2.3.4 Bushfire prone areas .....                                   | 22        |
| 2.3.5 Local authorities .....                                      | 23        |
| 2.3.6 Emergency services.....                                      | 24        |
| 2.4 Parental consent.....  | 24        |
| 2.4.1 Legal requirements .....                                     | 24        |
| 2.4.2 Consent forms .....  | 24        |
| 2.4.3 Signatories .....  | 25        |
| 2.4.4 Failure to receive consent.....                              | 26        |
| 2.5 Routine and emergency health support.....                      | 26        |
| 2.5.1 Medical information .....                                    | 26        |

|  |           |
|--|-----------|
| 2.5.2 Provision of child and student health support .....                                      | 26        |
| 2.5.3 Infectious diseases and infestation (including headlice) .....                           | 27        |
| 2.5.4 First aid.....   | 27        |
| <b>2.6 Facilities, supplies and equipment.....</b>   | <b>28</b> |
| 2.6.1 Food and water .....   | 28        |
| 2.6.2 Safety equipment .....   | 28        |
| 2.6.3 Sun protection .....   | 29        |
| 2.6.4 Clothing .....   | 29        |
| 2.6.5 Shelter .....  | 29        |
| 2.6.6 Bunk beds .....  | 30        |
| 2.6.7 Tents .....  | 30        |
| <b>2.7 Interstate and overseas travel.....</b>   | <b>30</b> |
| <b>3. SUPERVISION ISSUES .....</b>   | <b>32</b> |
| <b>3.1 Duty of care .....</b>  | <b>32</b> |
| <b>3.2 Roles and responsibilities .....</b>  | <b>33</b> |
| 3.2.1 Principal/Preschool Director.....  | 33        |
| 3.2.2 Teachers .....   | 34        |
| 3.2.3 Teacher-in-charge .....  | 34        |
| 3.2.4 Leadership team.....   | 34        |
| 3.2.5 Gender balance of leadership team .....  | 35        |
| 3.2.6 Trainee teachers, SSOs, AEWs, ECWs and voluntary workers .....                           | 35        |
| 3.2.7 Specialist instructors .....   | 36        |
| 3.2.8 Outreach Education – DECS Education Officers seconded to public organisations .....      | 37        |
| 3.2.9 Outdoor education and aquatics centres .....   | 38        |
| 3.2.10 Instructor/ teacher qualifications .....  | 38        |
| <b>3.3 Supervision .....</b>   | <b>38</b> |
| 3.3.1 Ratios .....   | 39        |
| 3.3.2 Supervision options.....   | 39        |
| 3.3.3 Participants’ children .....   | 40        |
| 3.3.4 Injured or unwell students/children .....  | 41        |
| <b>3.4 Standards of conduct.....</b>   | <b>41</b> |
| 3.4.1 Alcohol.....   | 41        |
| 3.4.2 Smoking .....  | 42        |
| <b>4. TRANSPORT.....</b>   | <b>42</b> |
| <b>4.1 Selection.....</b>  | <b>42</b> |
| 4.1.1 Approvals .....  | 43        |
| <b>4.2. Buses .....</b>  | <b>43</b> |
| 4.2.1 Licensing .....  | 43        |
| 4.2.2 Facilities .....   | 44        |
| 4.2.3 Seating .....  | 44        |
| 4.2.4 Luggage .....  | 44        |
| 4.2.5 Avoiding driver fatigue.....   | 45        |
| 4.2.6 Supervision on buses.....  | 45        |
| <b>4.3. Transporting children/students in private or government owned motor vehicles .....</b> | <b>46</b> |

|  |           |
|--|-----------|
| 4.3.1 Principal's/Preschool Director's responsibility .....            | 46        |
| 4.3.2 Parental advice and consent.....                                 | 46        |
| 4.3.3 Vehicle requirements .....                                       | 46        |
| 4.3.4 Teacher duty of care .....                                       | 47        |
| 4.3.5 Driver duty of care .....  | 47        |
| 4.3.6 Vehicles driven by students .....                                | 47        |
| 4.3.7 Compulsory third party personal injury insurance.....            | 47        |
| 4.3.8 Cargo/loose items transported in vehicles .....                  | 48        |
| 4.3.9 Use of government vehicles for interstate travel.....            | 48        |
| 4.3.10 Reimbursement of travel costs or out of pocket expenses .....   | 48        |
| 4.3.11 Emergency use of a private vehicle .....                        | 49        |
| <b>4.4 Aircraft .....</b>  | <b>49</b> |
| <b>4.5 Water transport.....</b>  | <b>49</b> |
| 4.5.1 Ship survey and marine safety.....                               | 49        |
| <b>5. ACCIDENTS, INSURANCE AND CLAIMS .....</b>                        | <b>50</b> |
| <b>5.1 Insurance.....</b>  | <b>50</b> |
| <b>5.2 Reporting and notification.....</b>                             | <b>50</b> |
| 5.2.1 Mandatory notification of suspected child abuse .....            | 51        |
| <b>5.3 Accidents and injuries .....</b>                                | <b>52</b> |
| 5.3.1 Employees.....   | 52        |
| 5.3.2 Vehicle accidents .....  | 52        |
| 5.3.3 Students/children.....   | 52        |
| 5.3.4 Voluntary workers .....  | 53        |
| <b>6. ACTIVITIES INVOLVING OVERNIGHT ACCOMMODATION .....</b>           | <b>53</b> |
| <b>6.1 Billets, including overseas billets.....</b>                    | <b>53</b> |
| <b>6.2 Bus tours .....</b>   | <b>55</b> |
| <b>6.3 Caravan parks .....</b>   | <b>56</b> |
| <b>6.4 Tent camping .....</b>  | <b>57</b> |
| <b>6.5 Residential camps .....</b>                                     | <b>59</b> |
| <b>6.6 Sleep-overs .....</b>   | <b>60</b> |
| <b>7. EXCURSIONS .....</b>   | <b>63</b> |
| <b>7.1 Bushwalking.....</b>  | <b>63</b> |
| 7.1.1 Excursions — marked or unmarked trails in easy terrain .....     | 63        |
| 7.1.2 Excursions — marked or unmarked trails in difficult terrain..... | 64        |
| 7.1.3 Camps — mainly marked trails .....                               | 65        |
| 7.1.4 Camps — remote areas .....                                       | 66        |
| <b>7.2 Events, functions, performances — public venue .....</b>        | <b>67</b> |
| 7.2.1 Special events.....  | 67        |
| 7.2.2 Dinners, formals, graduations .....                              | 68        |

|  |           |
|--|-----------|
| 7.2.3 Performances and public venues.....                            | 69        |
| 7.2.4 School socials .....   | 70        |
| <b>7.3 Field trips.....</b>  | <b>70</b> |
| 7.3.1 Aquatic areas .....  | 70        |
| 7.3.2 Geology and science field trips .....                          | 71        |
| 7.3.3 Outside public venues – parks, gardens and zoos .....          | 72        |
| 7.3.4 State parks, national parks and bushland.....                  | 73        |
| 7.3.5 Outback driving expeditions .....                              | 74        |
| <b>7.4 Walking School Bus .....</b>                                  | <b>75</b> |
| <br>   |           |
| <b>8. SPORTING ACTIVITIES .....</b>                                  | <b>76</b> |
| <br>   |           |
| <b>8.1 Archery .....</b>   | <b>78</b> |
| <b>8.2 Athletics.....</b>  | <b>79</b> |
| <b>8.3 Australian football .....</b>                                 | <b>81</b> |
| <b>8.4 Badminton .....</b>   | <b>82</b> |
| <b>8.5 Baseball/softball/teeball.....</b>                            | <b>83</b> |
| <b>8.6 Basketball.....</b>   | <b>84</b> |
| <b>8.7 Boating/sailing .....</b>                                     | <b>85</b> |
| 8.7.1 Sailboards .....   | 85        |
| 8.7.2 Small sailing Boats, catamarans, trailable yacht sailing ..... | 85        |
| 8.7.3 Keel boats .....   | 86        |
| 8.7.4 Large vessels and sail training.....                           | 87        |
| 8.7.5 Motor boats .....  | 88        |
| <b>8.8 Bowling.....</b>  | <b>89</b> |
| 8.8.1 Lawn bowls.....  | 89        |
| 8.8.2 Tenpin bowling .....   | 90        |
| <b>8.9 Canoeing/kayaking .....</b>                                   | <b>90</b> |
| 8.9.1 Sheltered waters .....   | 91        |
| 8.9.2 Inland protected waters .....                                  | 91        |
| 8.9.3 Inland exposed waters .....                                    | 92        |
| 8.9.4 Sea, surf and whitewater kayaking .....                        | 93        |
| <b>8.10 Caving.....</b>  | <b>94</b> |
| <b>8.11 Cricket.....</b>   | <b>95</b> |
| <b>8.12 Cycling.....</b>   | <b>96</b> |
| 8.12.1 Cycling education programs.....                               | 96        |
| 8.12.2 Day trips, cyclethons, extended tours .....                   | 97        |
| 8.12.3 Off-road cycling .....  | 98        |
| <b>8.13 Diving.....</b>  | <b>99</b> |
| 8.13.1 Platform/springboard.....                                     | 99        |
| 8.13.2 Snorkelling.....  | 100       |
| 8.13.3 Scuba diving.....   | 101       |

|   |            |
|---|------------|
| <b>8.14 Fencing</b> .....                                 | <b>102</b> |
| <b>8.15 Fishing</b> .....                                 | <b>102</b> |
| 8.15.1 Shore or jetty .....                               | 102        |
| 8.15.2 Boat fishing.....                                  | 103        |
| <b>8.16 Gliding</b> .....                                 | <b>103</b> |
| 8.16.1 Fixed wing gliding.....                            | 104        |
| 8.16.2 Hang gliding .....                                 | 104        |
| <b>8.17 Golf</b> .....                                    | <b>105</b> |
| <b>8.18 Gymnastics</b> .....                              | <b>106</b> |
| <b>8.19 Gyms, fitness and recreation centres</b> .....    | <b>107</b> |
| <b>8.20 Hockey</b> .....                                  | <b>108</b> |
| <b>8.21 Horseriding</b> .....                             | <b>109</b> |
| <b>8.22 Korfball</b> .....                                | <b>110</b> |
| <b>8.23 Lacrosse</b> .....                                | <b>111</b> |
| <b>8.24 Martial arts</b> .....                            | <b>112</b> |
| <b>8.25 Netball</b> .....                                 | <b>112</b> |
| <b>8.26 Orienteering</b> .....                            | <b>113</b> |
| 8.26.1 Introductory activities — well-defined areas ..... | 113        |
| 8.26.2 Competition and poorly-defined areas .....         | 114        |
| <b>8.27 Rock climbing and abseiling</b> .....             | <b>114</b> |
| 8.27.1 Indoor rock climbing .....                         | 115        |
| <b>8.28 Rowing</b> .....                                  | <b>116</b> |
| <b>8.29 Rugby League/Union</b> .....                      | <b>117</b> |
| <b>8.30 Shooting</b> .....                                | <b>118</b> |
| <b>8.31 Skating (ice/roller)</b> .....                    | <b>119</b> |
| <b>8.32 Snow skiing / Snowboarding</b> .....              | <b>120</b> |
| 8.32.1 Alpine/Snowboarding .....                          | 120        |
| 8.32.2 Nordic — resort .....                              | 120        |
| 8.32.3 Nordic — Touring .....                             | 121        |
| <b>8.33 Soccer</b> .....                                  | <b>122</b> |
| <b>8.34 Squash/racquetball</b> .....                      | <b>123</b> |
| <b>8.35 Surfing</b> .....                                 | <b>124</b> |
| 8.35.1 Surfboard.....                                     | 124        |
| 8.35.2 Surf ski .....                                     | 125        |

|   |            |
|---|------------|
| <b>8.36 Swimming.....</b>   | <b>126</b> |
| <b>8.37 Table tennis.....</b>   | <b>127</b> |
| <b>8.38 Tennis .....</b>  | <b>128</b> |
| <b>8.39 Touch .....</b>   | <b>129</b> |
| <b>8.40 Trampoline .....</b>  | <b>129</b> |
| <b>8.41 Triathlon .....</b>   | <b>130</b> |
| <b>8.42 Volleyball.....</b>   | <b>131</b> |
| <b>8.43 Water polo .....</b>  | <b>132</b> |
| <b>8.44 Water skiing .....</b>  | <b>132</b> |
| <b>8.45 Weight training/lifting.....</b>                                      | <b>133</b> |
| <b>8.46 Wrestling .....</b>   | <b>134</b> |
| <br>  |            |
| <b>9. APPENDICES.....</b>   | <b>136</b> |
| <br>  |            |
| <b>APPENDIX 1 – CHECKLIST TO ASSIST IN PLANNING CAMPS.....</b>                | <b>136</b> |
| <b>APPENDIX 2 – TRANSPORT OF STUDENTS/CHILDREN BY PARENTS/VOLUNTEERS ....</b> | <b>139</b> |
| <b>APPENDIX 3 – SLEEP OVER CHECKLIST .....</b>                                | <b>140</b> |



## **GLOSSARY**

**Activity** An element of a student /child learning program.

**Camp** An element of a student learning program conducted at a location away from the school and involving one or more overnight stays.

**Excursion** An element of a student/child learning program involving a same-day-return trip to a location away from the school/preschool.

**Sleepover** An element of a student/child learning program including stay-back-till-dark activities or overnight stays inside the school/preschool or in tents within the school boundary

**Instructor** A person whose prime function is to instruct or teach the particular skills of an activity. In some cases this will mean assuming leadership of a group.

**Leadership team** The full leadership team for any camp, excursion or related activity. These leaders will include teacher/s (teacher-in-charge) and may include trainee teachers, SSOs, AEWs, ECWs, appointed specialist instructors and voluntary workers.

**Parent** Includes guardians and caregivers who may be empowered to act — eg sign consent forms — in place of or on behalf of parents.

**Supervisor** A person whose prime responsibility is to supervise students/children and support or assist an instructor.

**Teacher-in-Charge** Teacher appointed by the Principal/Preschool director as his/her delegate to provide leadership and control of the excursion or camp.

**Voluntary worker** Includes parents, community members etc — working under the direction of the teacher-in-charge.

### **Activity types**

**Adventure** Generally associated with outdoor recreation and survival in natural environments. The activities may offer situations of personal challenge, such as bushwalking, rock climbing and canoeing.

**Celebratory** A range of activities where achievement, cultural endeavour or some other noteworthy occasion is celebrated, eg Royal Adelaide Show, school formals, graduations etc

**Cultural** Visits to cultural centres, activities and performances, such as museums, cinemas, Adelaide Arts Festival.

**Recreational** Associated with the leisure and recreation industry, eg visits to playgrounds, water slides, roller skating, tenpin bowling.

## **GLOSSARY cont.**

**Sporting** Participation by students in mainstream sporting activities and competitions, eg interschool sporting competitions, athletics carnivals, swimming carnivals, specialised sport coaching.

### **Environmental and scientific**

Investigation of students'/children's natural environment and community, eg visits to coastal landforms, creeks, bush land, and often related to specific areas of study such as biology, geology.

**Workplace visits** Activities associated with the world of work — eg visits to farms, factories, offices, newspaper publishers, television studios.

### **Work experience and vocational placement**

Individuals or groups of students participate in work-related activities determined by the work placement provider. Such activities must meet student workplace learning requirements.

***(For this category, see DECS publication 'Workplace Learning — Conditions and Guidelines')***

## **ACRONYMS**

ABF Australian Baseball Federation  
AC Australian Canoeing  
AEW Aboriginal Education Worker  
AIGs Administrative Instructions and Guidelines  
AS Australian Standard  
AYF Australian Yachting Federation  
ACA Australian Camping Association  
CFS Country Fire Service  
CPC Child/Parent Centre  
CPR cardiopulmonary resuscitation  
DECS Department of Education and Children's Services  
DEH Department for Environment and Heritage  
DH Department of Health  
DD District Director  
ECW Early Childhood Worker  
EPIRB emergency position indicating radio beacon  
ETA estimated time of arrival  
GPS global positioning system  
HGFA Hang Gliding Federation of Australia  
MFS Metropolitan Fire Service  
OASA Orienteering Association of South Australia  
OHS&W Occupational Health, Safety & Welfare  
OTC Orientation to Coaching (formerly Level 1 coaching)  
PFD personal flotation device  
PLB personal locator beacon  
SA Softball Australia  
SSO School Services Officer

## **WEBSITE LINKS AND RESOURCES**

Australian Camps Association website: [www.auscamps.asn.au](http://www.auscamps.asn.au).

Access Assistance Program (support for complex and invasive health care):  
[www.chess.sa.edu.au](http://www.chess.sa.edu.au) > Pathways > Access Assistant Program

Compulsory Third Party insurance information: [www.mac.sa.gov.au](http://www.mac.sa.gov.au),

DECS Criminal History Screening Unit policy/guidelines and Criminal History Implementation Program:  
<http://www.decs.sa.gov.au/recruit/pages/supportadmin/crimHistCheck/>.

DECS Healthy Eating Guidelines: <http://www.decs.sa.gov.au/eatwellsa/>.

DECS OHS&W website: [www.decs.sa.gov.au/ohs/](http://www.decs.sa.gov.au/ohs/)

Department of Health's document *You've got what?*:  
<http://www.health.sa.gov.au/pehs/Youve-got-what/youve-got-what-index.htm>.

Department of Health Food storage and handling information:  
[www.dh.sa.gov.au/pehs/food-index.htm](http://www.dh.sa.gov.au/pehs/food-index.htm).

Department of Health guidelines for managing headlice:  
<http://www.dh.sa.gov.au/pehs/branches/headlice/headlice-index.htm>.

First aid kit information:  
[www.chess.sa.edu.au](http://www.chess.sa.edu.au) > Information > First aid

National Junior Sports Policy: [www.ausport.gov.au/fulltext/1994/ascpub/junior\\_policy.pdf](http://www.ausport.gov.au/fulltext/1994/ascpub/junior_policy.pdf)

Protective Practices for Staff in their Interactions with Students:  
[www.decs.sa.gov.au/portal/community.asp?group=wellbeing&id=protection](http://www.decs.sa.gov.au/portal/community.asp?group=wellbeing&id=protection)

School Care emergency and crisis management website: [www.crisis.sa.edu.au](http://www.crisis.sa.edu.au)

Sunsmart: a guide for policy creation in primary schools:  
[www.cancersa.org.au/cms\\_resources/documents/Resources/sunsmart/Beingsunsmartaguideforschools.pdf](http://www.cancersa.org.au/cms_resources/documents/Resources/sunsmart/Beingsunsmartaguideforschools.pdf)

## **FORMS**

Accident report form (ED155M):

[www.decs.sa.gov.au/docs/files/communities/docman/1/ED\\_155\\_Accident\\_Report.pdf](http://www.decs.sa.gov.au/docs/files/communities/docman/1/ED_155_Accident_Report.pdf).

Application to Conduct An Excursion form (ED169):

<http://www.decs.sa.gov.au/docs/documents/1/Ed169ExcursionProforma.doc>.

Carrying Passengers in Government Vehicles' form:

[www.decs.sa.gov.au/docs/files/communities/docman/1/Carrying\\_Passengers\\_in\\_Gov.doc](http://www.decs.sa.gov.au/docs/files/communities/docman/1/Carrying_Passengers_in_Gov.doc).

Excursion/Camp Consent form (ED170):

<http://www.decs.sa.gov.au/docs/documents/1/CampsandExcursionsConsent.doc>

DECS Overseas Travel Policy and Overseas Group Travel Application:

[www.internationalstudents.sa.edu.au/default.asp?navgrp=home&id=travel\\_international](http://www.internationalstudents.sa.edu.au/default.asp?navgrp=home&id=travel_international)

Trip Intentions Form 'Let Us Know Before You Go':

[www.parks.sa.gov.au/publish/groups/public/@parks/documents/all/parks\\_pdfs\\_let\\_us\\_know\\_form.pdf](http://www.parks.sa.gov.au/publish/groups/public/@parks/documents/all/parks_pdfs_let_us_know_form.pdf)

# 1. CAMPS AND EXCURSIONS IN THE CURRICULUM

## 1.1 Introduction

These guidelines are a supplement to the Department of Education and Children's Services (DECS) Administrative Instructions and Guidelines (AIGs) and its Occupational Health, Safety and Welfare (OHS&W) Manual. It provides a framework for individuals to move safely and effectively beyond the school or preschool setting and participate in the great array of learning experiences offered within the community and natural environment. The booklet is relevant across the curriculum, from Preschool to year 12.

The procedures described **must** form the basis of planning for all camps, excursions and related activities to ensure safe, enjoyable and challenging learning for all students/children. Their safety **must** be the paramount consideration. The welfare of teachers, instructors and other involved **must** also be of primary importance.

A duty of care, as outlined in section 1/97 of the AIGs, underpins this document and determines many of the safety precautions described. Teachers and others should also be familiar with the curriculum area-specific requirements outlined in the OHS&W Manual. As mentioned in that publication, whenever they are in doubt, employees should consult their supervisors or seek advice from their workplace health and safety representatives and their more experienced colleagues.

It is important that educators know that Section 22 of the *Disability Discrimination Act 1992* makes it unlawful for a school or preschool to discriminate against a student/child on the grounds of the student/child's disability, by denying the student/child access, or limiting the student/child's access to any benefit, such as a school camp, provided by that school or preschool.

The Disability Standards for Education 2005, in particular the Standard for Participation and the Standard for Curriculum Development, Accreditation and Delivery, strengthen the obligation of schools and preschools to ensure that off-site activities are designed to include students/children with disabilities.

Activities and practices **must** also reflect the National Junior Sports Policy (available at: [http://www.ausport.gov.au/fulltext/1994/ascpub/junior\\_policy.pdf](http://www.ausport.gov.au/fulltext/1994/ascpub/junior_policy.pdf)), which incorporates guidelines for the development of junior sport in South Australia. This document provides a national context for matters such as roles of teachers and coaches and participants' rights and responsibilities. It also presents a useful model for safely relating activities to student/child development levels.

## 1.2 Status of guidelines and instructions

These guidelines include a number of instructions, which are prefixed with 'must', 'will' and 'shall' or described in terms of 'required'. These are clearly indicated. They are compulsory and *must* be adopted, as they indicate essential requirements for safe practice and often reflect state law, such as the Education Act, Children's Services Act and the Occupational Health, Safety and Welfare Act.

Other guidelines are typically prefixed with words such as 'should', 'suggested' and 'recommended'. They indicate that principals/preschool directors and teachers need to assess particular circumstances before choosing a course of action. Compliance with guidelines is recommended for the safe conduct of activities. These guidelines for safe practice embody departmental policy and an extensive range of expert advice.

When planning camps and excursions, principals/preschool directors and teachers may need to adapt guidelines according to a number of variables. For instance, leadership team-to-student/child ratios may need to be higher than those recommended depending on factors such as the age and nature of the student/child group, students'/children's special needs (eg health care) and local conditions, including terrain and weather.

### **1.3 Rationale**

The South Australian Curriculum Standards and Accountability Framework and the South Australian Certificate of Education (SACE) emphasise learning in the following ways:

- through and for personal and social action
- within and about wider community
- with practical applications

Activities such as camps and excursions can greatly enhance the progress of this learning, offering new, varied, challenging and practical experiences across the learning areas. In many instances these can become some of a student's/child's most significant and meaningful educational experiences. All teachers should therefore seek to schedule such experiences in their educational programs. Of course, learning **must** occur in a safe environment, which can best be achieved by thought and preparation based on sound planning and the information presented in this document.

### **1.4 Structure**

Sections 1–5 of the *Camps & Excursions Guidelines for Schools and Preschools* focus on the role and responsibilities of the school/preschool community, touching on major aspects such as duty of care and hazard assessment procedures. Sections 6–8 describe arrangements for specific camps, excursions and related activities, including appropriate age levels of participating students/children, qualifications and skills of teachers, supervisors and specialist instructors, safety precautions and supervision ratios. These descriptions are designed as ready-references and **should not** be used in isolation from the rest of the text. Core information common to many activities is repeated, so it can be found more quickly. Activities are listed in alphabetical order.

### **1.5 Selecting activities and essential planning requirements**

**(See sections 6. 'Activities involving overnight accommodation, 7. 'Excursions' and 8. 'Sporting activities' for expanded information—including instructor**

**qualifications, supervision ratios, safety precautions and first aid requirements — and the OHS&W website at: <http://www.decs.sa.gov.au/ohs/>**

Each activity planned for a curriculum will be designed to meet a range of student learning outcomes related to the curriculum framework. Many activities will require teachers or other professional instructors to have specialist skills. Some will require specific safety precautions, and the location in which the activity takes place may also have safety and management requirements. An activity should be considered for inclusion in the educational program only after the following issues have been considered.

**All relevant points must be answered in the affirmative.**

- Is student/child learning linked to curriculum?
- Is enough time available for students/children to attain a safe level of proficiency?
- Are necessary safety precautions in place (including appropriate and well maintained equipment)?
- Does the activity avoid the promotion of violence or causing of harm to others, including animals?
- Is the degree of inherent risk manageable?
- Are instructors suitably qualified?
- Does the leadership team-to-student/child ratio reflect safe practice?
- Can parents be fully informed in regard to safety issues involved in a particular activity when seeking their consent?
- Have minimum age considerations been taken into account?
- Will safety protocols determined by any official bodies (eg recognised sporting body, incorporated parent body) be observed?
- Has any required formal accredited coaching/instruction program been adopted?
- Have equity issues been satisfied — eg consideration of students/children who may not be able to participate for financial, family, cultural or religious reasons?
- Can students/children with disabilities participate in the activities?

## **1.6 Exclusions**

Some high-risk activities are considered to be unsuitable for educational programs within the scope of this document, that is, Preschool –Year 12. Examples are:

- parachuting
- bungy jumping.

However, the department has not banned these activities as it might be possible for an individual worksite to satisfy the very strict hazard assessment criteria and instructor requirements that would be applied to a review process. Such a review would need to be initiated through the principal and include consultation with the District Director, the Health and Physical Education Policy and Program Officer and the department's Legislation and Legal Services Unit manager.

## **2. PLANNING**



One of the key aims of participating in activities such as camps and excursions is to encourage students/children to develop responsible attitudes. They should therefore be involved, depending on age and maturity, in as many facets of planning as possible, ranging from food and clothing requirements to strategies for minimising environmental impact. (See also the DECS Student Participation Policy).

## **2.1 Student inclusivity**

Camps and Excursions are inclusive, and **all** students within the specific learning group are to be given the opportunity to participate.

Unless exceptional circumstances exist, **all** students should have the opportunity to participate in a camp or excursion. Costs should be organised to ensure that there is no undue financial burden imposed upon individual members of the group or their families.

The support needs of students with disabilities or medical conditions will require careful consideration and consultation with parents and caregivers. Appropriate support should be provided for these students so they can access the learning experiences available through camps and excursions.

## **2.2 Site selection**

***The requirements in this section are satisfied within the campsite accreditation scheme administered by the Australian Camps Association (See 2.2.4). A site that has been accreditation is deemed to have met the requirements. However, it is still highly desirable for teachers to visit sites before their first camp to ensure suitability for specific objectives.***

***If a chosen camp site has a religious related program, AIGs 3/106 'Religious Activities in Government Schools' needs to be considered.***

### **2.2.1 Safety**

In order to ensure that the camp /excursion is conducted safely and to satisfy OHS&W and equity requirements inspections of the area and site **must be undertaken prior to the event and** take account of the following:

- terrain and other local conditions
- facilities available
- communication systems
- hygiene
- anticipated weather conditions
- likely problems or hazards, eg old mine shafts and quarries, savage dogs, hazardous water, snakes, spiders, European wasps, flash floods, mudslides, rock falls, avalanche, cliff collapse, lightning etc
- equipment required for the safety and comfort of all participants
- access and safety for any participants who are disabled (***See also 2.5 'Routine and emergency health support'***)
- appropriateness of activities and equipment required to achieve planned student learning outcomes

- means of accessing medical and emergency services
- strategies for enacting an emergency evacuation plan or any other contingency plans (**See 2.3 Contingency plans**). Liaison with the site manager can provide much of this information.
- The safety of playgrounds and structures such as low ropes challenge courses, requires particularly close scrutiny.
- On-site hazardous machinery and substances must be suitably housed and not used while students and leadership team members are present.

## 2.2.2 Hazard assessment

***The selection of a suitable site forms a significant part of the planning that must be undertaken before a camp or excursion is approved. In addition to ensuring the site is safe for students/children South Australian occupational health and safety workplace rules (school or preschool site) apply on a camp or excursion.***

These activities create an extension of the workplace as defined in the Occupational Health, Safety and Welfare Act 1986 (OHS&W Act). This also includes transportation to the sites and activities conducted while there. To ensure child/student and staff safety planning **must** therefore commence with the following:

- identifying and evaluating hazards
- developing and implementing risk control strategies.

***The assessment must be conducted and documented before the camp or excursion takes place and should occur before the principal/preschool director gives approval.***

It **must** be performed in consultation with all members of the leadership team, including voluntary workers, and their work group's health and safety representative. In determining appropriate risk minimisation, teachers **must** observe the following hierarchy of measures:

- eliminate the hazard
- applying control measures, this can include things such as: ensuring the use of safety belts in cars, substituting a safer activity for a dangerous one, increasing the child/student – adult ratio
- employing safe practices such as correct manual handling techniques
- the use of personal protective equipment such as sunscreen and hats to protect against UV radiation.

Planning for safety also requires consideration of the provision of suitable information, instruction and training and supervision. Designated hazardous activities and areas have specific requirements. These are covered by the regulations under the OHS&W Act. The hazard assessment of the camp or excursion **must** therefore also include the following:

- the level of supervision required
- the competence of instructors (both departmental employees, external experts and other volunteers)
- the methods of determining competence, eg certificates issued by recognised training institutions or accreditation bodies
- any training needs of departmental personnel.

### 2.2.3 Hygiene

The hazard assessors **must** be satisfied that the excursion or campsite facilities are clean, hygienic and in good repair. Hygiene includes the following:

- vermin-free facilities, particularly food preparation areas
- well ventilated sleeping quarters
- access and toilet facilities suitable for participants with a disability
- lidded receptacles for the temporary storage of kitchen refuse and other garbage, emptied daily.

### 2.2.4 Campsite accreditation

The Australian Camps Association (ACA) operates an accreditation scheme that involves an independent and comprehensive evaluation of site standards, safety and hygiene. The scheme covers far more than a teacher could be expected to assess, including:

- general health and safety — includes detailed inspection of ablution blocks, kitchens, water supply, bunkhouses (ie bunk beds to Australian Standard [AS] 4220—1994) playground equipment, swimming pool maintenance etc
- contingency procedures, eg for a lost camper
- fire safety standards.
- qualifications of leaders and activity standards
- consumer protection — performance of correct administrative procedures: bookings, record-keeping, police checks etc.

There are mandatory standards and requirements for categories such as fire safety and swimming pool maintenance, eg fire safety provisions for dormitories **must** be in accordance with the Development Act 1993 (incorporating the Building Code of Australia). In ACA's accreditation scheme, these are referred to relevant official bodies for approval. It is therefore preferable that campsites used are accredited with ACA. For further information regarding the Australian Camps Association *Camping with Confidence* accreditation program, refer to [www.auscamps.asn.au](http://www.auscamps.asn.au).

National Accommodation, Recreation & Tourism Accreditation (NARTA) is a new national scheme in which operators voluntarily self assess the operations of their sites. As this does not require external assessment, the teacher should request more information from a site that is using the NARTA system, to satisfy themselves that all standards and requirements have been met.

It is still highly desirable for teachers to visit sites before their first camp to ensure suitability for specific objectives. If a campsite is not independently accredited the educational leader must be satisfied that the campsite is suitable, safe and meets a similar standard.

### 2.2.5 Environmental impact

(See also 6.4 'Tent camping')

An important aspect of planning camps and excursions is to consider environmental impact and ways of avoiding or reducing it. Discussion on this topic with students/children is an excellent means for them to share in the planning process, for they often have a fine sense of awareness of the topic and are able to suggest creative solutions. Aspects that could be considered include:

- conservation of water,
- use of timber and other resources,
- recycling,
- minimising use of non-recyclable and non-renewable resources.

Consideration of environmental impact is **essential** when planning visits to state and national parks, especially conservation parks, which require an understanding of the purposes of the parks and constraining activities to respect these values.

## 2.2.6 State and national park visits

The following procedures **must** be adopted when preparing for visits, **of any duration**, to parks administered by the Department for Environment and Heritage (DEH). This authority will issue approvals for routes and sites.

- Liaise with DEH ranger staff to determine program possibilities, local conditions and any restricted areas.
- Notify the responsible DEH office by lodging the trip intentions form 'Let Us Know Before You Go' (form available at [http://www.parks.sa.gov.au/publish/groups/public/@parks/documents/all/parks\\_pdfs/let\\_us\\_know\\_form.pdf](http://www.parks.sa.gov.au/publish/groups/public/@parks/documents/all/parks_pdfs/let_us_know_form.pdf).)
- Establish through these agencies any communication and other procedures that **must** be followed, particularly during bushfire danger periods. (**See also the School Care emergency and crisis management website at:** <http://www.crisis.sa.edu.au>)

## 2.2.7 Bookings

Bookings should be made well in advance, preferably after the preliminary hazard assessment visit, and confirmed as soon as possible. Further confirmation **must** be made one week before the event. If there are changes in numbers of students/children or dates, or cancellations that affect bookings, the teacher-in-charge should notify all relevant parties as soon as possible. In some instances, even small changes may alter the viability of the school/preschool booking.

## 2.3 Contingency plans

### 2.3.1 Action strategies

Camps and excursions **must** be well planned, including routes, estimated arrival times, itinerary etc. The teacher-in-charge **must** also ensure that plans include specific

strategies to cope with minor and major injury, illness or other crises. All participants must have a knowledge of these emergency procedures which is consistent with their role. Plans will vary in detail, according to the complexity of the crisis, the location and the mix of leadership team members and students/children, but they **must** cover the following:

- response if a participant is lost, injured or becomes ill
- means of communicating with the school/preschool contact person
- first aid provisions
- provision of health and personal care support to students with individual needs
- nearest suitable transport
- the distance and potential time the party will be from medical help and the best method of obtaining it
- telephone numbers and locations of emergency services and the fastest way of contacting them
- emergency evacuation plans covering storm, flood, fire, accident etc.

Such plans should establish daily escape routes, particularly on bushwalking camps, and allow for needs of any participant with a disability. A copy of the contingency plan **must** be:

- left with the school/preschool contact person, together with the itinerary, list of participants and relevant medical information
- where necessary, lodged with local authorities, eg DEH, along with a copy of the group's itinerary.

***Do not alter these plans, especially the itinerary, unless the safety and welfare of students is compromised by the continuation of these plans. The school/preschool contact person must be advised of any changes as soon as is practical.***

### **2.3.2 School /preschool contact person**

There **must** be a school / preschool based contact person for all camps and excursions. (However there may be some excursions undertaken by preschools where there is no available centre contact person. In such instances it is advisable to leave details with a member of the management committee or at the district office.) This person **must** be contactable at all times for the duration of the event and have copies of:

- attendance lists
- student/child health and personal care information
- contact numbers of parents, family etc
- itineraries, including Estimated Times of Arrival (ETA)
- relevant maps, eg bushwalking route
- contingency plans.

The contact person should be aware of the relevant guidelines for emergencies, **must** be able to communicate readily with the travelling party (eg by mobile phone) and **must** be kept up-to-date on any variations to the itinerary.

In case of an emergency such as the failure of the group fail to arrive at any scheduled destination, or make a scheduled communication, the contact person would:

- immediately contact authorities and provide them with necessary information

- act as liaison between the school/preschool, emergency services and parents.

### 2.3.3 Communications

The camp or excursion teacher-in-charge **must** ensure that effective communication systems are in place and operating. This may be as simple as notifying appropriate people of departure and expected arrival times. For more extreme situations, eg a geology camp in a remote area, radio or mobile telephones might be required. Regular communication would be needed between teachers and the school contact person.

The means of communication required will depend on the location, environmental conditions, type of activity and the size and composition of the group. Specific mechanisms depend on the nature and degree of risk involved, but should include a fail-safe system that activates an emergency response when communication breaks down. Where appropriate, effective means of communication should be established between:

- smaller individual groups
- teacher-in-charge and participants
- the group and the school/preschool
- the group and emergency services.

Methods could include:

- visual contact
- fall-back positions
- contact points
- smoke signals
- global positioning system (GPS) for locating position
- distress beacons (in remote locations), eg personal locator beacon (PLB) or emergency position indicating radio beacon (EPIRB).
- meetings
- mobile or satellite phones
- radios
- mirror, especially for aerial spotting

**Note:** Mobile or satellite phone operation must be checked and assured beforehand, as different networks have different coverage. Mobile telephones and some radios may be inefficient in some areas and atmospheric conditions, including hilly terrain, remote locations, at sea and during electrical storms. Familiarity with the type of radio to be used is essential.

### 2.3.4 Bushfire prone areas

**(See also the School Care emergency and crisis management website at: <http://www.crisis.sa.edu.au> and AIGs 1/105)**

Camp or excursion planning **must** take careful account of contingency procedures during times of bushfire danger. At the outset, schools/preschools should avoid planning camps or excursions in high bushfire danger areas during summer, particularly in the period December–March, in favour of safer venues or times. ***If a bushfire is burning prior to departure and is likely to threaten the intended campsite, then the camp should not go ahead. It should be cancelled.***

The following procedure **must** be adopted if camps and excursions are conducted in bushfire prone areas during the summer months. **In advance**

- Inform the nearest Country Fire Service (CFS) or Metropolitan Fire Service (MFS) station of the dates the group will be in the area.
- Discuss the itinerary with local schools/preschools or authorities and become familiar with their bushfire contingency plans.
- Identify nearby safe refuge locations, including those at the campsite.
- Be aware of the needs of those participants for whom a fire can precipitate special first aid needs, eg smoke acting as an asthma trigger.
- Inform parents of the procedures the school/preschool will adopt on a day of extreme fire danger or in the event of a fire.

This should be done when parental consent is sought for the proposed camp or excursion.

#### **Prior to and on arrival**

- Give instructions to all participants about fire precautions, restrictions on the lighting of camp fires in the open, total fire bans in national parks, procedures in the event of a fire and the location of fire fighting appliances.
- Include in the fire precautions a prearranged fire alarm signal, and instruct participants to report to the teacher-in-charge at the camp's predetermined safe area immediately on hearing the alarm.
- Use a battery-powered radio to listen to local bushfire warnings and advice from the fire authorities. Checks can be made with the CFS 24-hour information hotline — toll-free call: 1300 362 361.

#### **Fire danger days**

Take the following action on days of extreme fire danger which are days of total fire ban in the district, or when a fire is burning in the area.

- Cancel trips into bushfire-prone areas.
- If already on camp, maintain close contact with the local CFS, particularly if a fire is burning in the area.

If this stage is reached, be prepared for advice from an authorised emergency services officer to evacuate to a safe area.

### **2.3.5 Local authorities**

Where a camp or excursion is:

- to a national park reserve
- an adventure activity in a high fire risk area more than 30 minutes from medical help
- in a high fire risk area
- in a remote or isolated area.

The itinerary and other pertinent details should also be left with one or more of the following:

- DEH park authority
- local police

- local fire authority.

### **2.3.6 Emergency services**

For incidents requiring search or rescue, the police will coordinate the response and should be immediately contacted by the group, the school contact person or both.

Emergency services can respond most effectively when they have accurate knowledge of the location and the nature of the group they are dealing with. The school/preschool contact person acts as liaison.

The activation of all emergency services is carried out by calling 000 (or by calling 112 from a mobile phone).

***Accurate and current knowledge is important. If a party diverges from an itinerary lodged with relevant authorities, the swiftness of an emergency services response can be seriously compromised.***

## **2.4 Parental consent**

### **2.4.1 Legal requirements**

Organisers of any activities outside the school/preschool grounds or beyond school/preschool hours **must** obtain the consent of parents or adult students. They should make sure that school/preschool policy and protocols for organising camps and excursions are well publicised to parents, particularly during the consent-seeking process—the information handbook being an ideal medium.

***The signed consent form is a legal document. It must be accompanied by sufficient information to indicate that the parent or adult student is aware of the nature of the activity and gives consent for the student/child to participate.***

Ultimately it is the principal/director who is responsible for ensuring the required consent is obtained and information provided to parents/guardians. Organisers **must** take particular care to explain the self-reliant nature of some activities, ie where teachers use indirect supervision techniques. **(See 3.3.2 ‘Supervision options’)**

It is not possible for schools "to contract out of" liability for the welfare of its students. Therefore consent forms should not include clauses which ask parents to sign away their children's rights to sue for negligence, or to accept that the school can not be held responsible in any way for an accident or injury.

### **2.4.2 Consent forms**

***The Consent form for an excursion/camp is available at:***

***<http://www.decs.sa.gov.au/docs/documents/1/CampsandExcursionsConsent.doc>***



Organisers should seek the appropriate consent well in advance. The information they provide should include all relevant details including the:

- educational purpose of the activity
- location and/or itinerary
- activity schedule
- number of adults (or ratio of adults to students/children) who will accompany and supervise the students/children
- supervision arrangements, especially for self-reliant activities and for excursions for young children.
- relevant safety precautions
- facilities available
- transport details
- pertinent sleeping accommodation information, eg specific consent required for some students to sleep on top bunks of bunk beds (**See 2.6.6 – Bunk Beds**)
- contingency plans, including alternative program
- specialised clothing or equipment that will be required
- cost of the activity and details of any financial assistance available
- school/preschool contact person and telephone number
- site contact details
- programs planned for students/children unable to attend.

Organisers need to gain all information necessary for departmental employees to plan safe and **reasonable health care support for students/children** undertaking the activity and

- Any custody or access arrangements pertaining to the student/child.
- If a restraining order is in force, a teacher must notify other persons involved with supervision of the student/child.

Separate consent forms are normally required for each camp or excursion. If there is to be a series of activities, or similar activities take place on a regular basis, one consent form at the beginning of the period can cover them all, provided individual dates are listed. Forms must be kept for one month after the excursion/camp unless accident/injury has occurred. (**See AIGs 1/138 ‘School records and returns’**).

### 2.4.3 Signatories

The following persons may sign consent forms.

**For students/children under 18:** A parent or caregiver with whom the student/child resides.

**Students 18 or older:** May sign their own form, but it is recommended the student’s next of kin or person with whom they reside is made aware of the activity.

**Homeless students/ under 18:** The organisation caring for the student/child may sign the form in the absence of any other responsible person. If there is no caring organisation, the homeless student can sign unless he/she is under the age of 15 years or has no fixed address, in which case the South Australian government department

responsible for child protection as prescribed under the Children's Protection Act must be notified.

#### **2.4.4 Failure to receive consent**

If a student/child has not returned a signed consent form:

**for excursions**, ie same-day-return, the student's/child's parent must be contacted to obtain written consent (fax or email) or alternative arrangements must be made for the student/child, for example, participation in the program for children not attending the excursion, or collection of the child, if necessary.

**for camps**, ie overnight stay, the student/child must not take part unless a signed consent can be obtained.

Teachers should check the authenticity of a signature if doubts arise about its validity. They can compare the signature against specimen signatures supplied by parents on the student information sheets held in school records.

### ***2.5 Routine and emergency health support***

*(See also AIGs 3/77–9 'Student Health')*

#### **2.5.1 Medical information**

Parents/guardians/adult students will be asked each year to advise education and children's services staff about their children's routine or first aid health support requirements. Consent forms for activities should include a statement which:

- Reminds parents/guardians/adult students of the information they have already provided to staff
- Points out the different nature of the activity (eg. it is over 24 hours or it involves a greater level of physical exertion) and reminds them it is their responsibility to advise staff of any changes or additions to the information provided
- Reminds parents/guardians/adult students that most departmental employees are trained in first aid only and that any other health support will need to be planned before the activity in time to organise any additional assistance, which may be required. The Access Assistance Program provides support for complex and invasive health care (for further information, see [www.chess.sa.edu.au](http://www.chess.sa.edu.au) > Pathways > Access Assistant Program).

#### **2.5.2 Provision of child and student health support**

When planning for camps or excursions, teachers **must** refer to student/child health support plans. Health support plans are based on health care plans completed by a health professional and released to departmental employees by the parent /guardian/

adult student. Health support plans detail the duties departmental employees have agreed to undertake in relation to routine health and personal care and individualised emergency first aid management.

Parents/guardians/adult students should be encouraged to speak with the teacher-in-charge about specific details of their child's health care needs. As part of the health support planning process, the teacher-in-charge should negotiate with the student/child and parents about disclosure of health information on a need-to know basis to other leadership team members.

### 2.5.3 Infectious diseases and infestation (including headlice)

Infection **must** be managed in line with Department of Health standards as documented in *You've got what?*, published on the Department of Health's website at: <http://www.health.sa.gov.au/pehs/Youve-got-what/youve-got-what-index.htm>. Infestation must be handled in line with AIGs 3/77 and Department of Health guidelines at <http://www.dh.sa.gov.au/pehs/branches/headlice/headlice-index.htm>.

### 2.5.4 First aid

All departmental employees **must** respond promptly and in line with their training when first aid is required.

**Principals must ensure that students can access first aid support at all times.**

Due consideration should also be given to Ambulance response times when selecting a camp or excursion location.

#### **Additional First Aid Qualifications**

In a number of activities, the leadership/instruction qualifications specified for the teacher-in-charge/instructors include additional levels of first aid training and certification.

#### **First Aid Coordination**

One leadership team member **must** be identified to coordinate the provision of first aid during a camp or excursion. This person's duties would include:

- Storage of student/child health support information in a manner that protects confidentiality, yet ensures availability when needed.
- Documentation of all first aid interventions and completion of accident and injury records (see **5. "Accidents, Insurance and Claims"**).
- Providing availability to and maintenance of first aid supplies.
- Safe storage and documentation in relation to medication and health care equipment

#### **Special First Aid Needs**

Where departmental employees are supervising students/children with an additional first aid need at least two departmental employees should be trained and able to monitor that first aid intervention. Where a student/child requires a first aid intervention outside the province of standard first aid training (eg administration of rectal diazepam for seizure management), then a worker approved by the Access Assistant Program **must** be

present to provide such assistance as needed (for further information refer to: [www.chess.sa.edu.au](http://www.chess.sa.edu.au) > Pathways > Access Assistant Program).

### **First aid kit**

A first aid kit of appropriate size and contents **must** be available for all camps and excursions (See—[www.chess.sa.edu.au](http://www.chess.sa.edu.au) > Information > First aid).

## **2.6 Facilities, supplies and equipment**

### **2.6.1 Food and water**

The camp or excursion teacher-in-charge **must** ensure that adequate supplies of food and water are available. The teacher-in-charge **must** also take the following into account:

- Food provided **must** be in line with the DECS Healthy Eating Guidelines (AIGs 3/89a and [www.chess.sa.edu.au](http://www.chess.sa.edu.au) > Information – promotion or <http://www.decs.sa.gov.au/eatwellsa/>).
- Food must be nutritious, varied and adequate in quantity to accommodate participants' specific dietary and cultural requirements.
- Food storage and handling must comply with food safety legislation (further information available at <http://www.dh.sa.gov.au/pehs/food-index.htm>).
- Where water or other refreshments will not be readily available, adequate supplies **must** be taken on the camp or excursion, and a means for the replenishment of water supplies must be in place.
- If there is any chance that water sources are contaminated, purification tablets or filtration devices **must** be used.

### **2.6.2 Safety equipment**

The camp or excursion teacher-in-charge **must** ensure that the required safety equipment for particular activities is on hand and that **relevant participants have been trained in its correct use**. Documentary evidence of such training is recommended, along with evidence of a formal meeting of leadership team members which includes health and safety issues as an agenda item.

***(See Sections 6, 7 or 8 for details of safety equipment by activity. If an activity is not listed, seek information from its governing body)***

Safety equipment (including on-site or hired equipment) **must** be:

- of approved design and quality, to relevant Australian Standards [AS] or, where there is no AS, to specifications determined by an activity's accredited governing body
- inspected by the instructor/teacher-in-charge prior to the activity
- well maintained and in full working order
- correct for the student's/child's size and experience
- provided by participants if it is personal equipment, eg mouth guards.

**The teacher-in-charge/instructor must ensure that participants always use required safety apparel or equipment.**

### **2.6.3 Sun protection**

**See AIGs 3/88 ‘Sun Protection’ and National Junior Sport Policy**

As part of their duty of care, schools are encouraged to develop specific policy and set procedures to minimise the danger of excessive ultraviolet radiation (UVR) exposure for students and staff.

The teacher-in-charge of camps and excursions **must** ensure that all participants follow the requirements of the schools sun protection policy.

It should be noted that some students/children are allergic to some sunscreens, and white T-shirts don't offer protection against the sun when wet. **The teacher in charge must ensure that children/students are protected appropriately at all times.**

Further information about developing policies and skin protection strategies can be obtained from The Cancer Council South Australia on telephone 13 11 20. In addition, the Cancer Council of South Australia has developed the document ‘Sunsmart: a guide for policy creation in primary schools’, which is available at:

[http://www.cancersa.org.au/cms\\_resources/documents/Resources/sunsmart/Beingsunsmartguideforschools.pdf](http://www.cancersa.org.au/cms_resources/documents/Resources/sunsmart/Beingsunsmartguideforschools.pdf).

### **2.6.4 Clothing**

Camp or excursion participants **must** take clothing suitable for the predicted and possible weather and environmental conditions.

If an activity requires specific equipment and clothing to be supplied by students/children, details should be sent home as soon as possible, giving families a reasonable time to gather the items. Leaders should inspect equipment supplied by students/children.

Teachers should be mindful of the expense likely to be incurred by families, understanding that in some instances, cost of equipment and specialist clothing may prevent some students from participating. Where possible, other methods of acquiring the equipment and clothing should be explored, or alternative activities could be considered.

### **2.6.5 Shelter**

Teacher-in-charge/instructor **must** ensure that adequate shelter is available to protect participants in all reasonably predictable circumstances. The shelter provided will depend on the type of activity and the amount of time to be spent outdoors. Teacher-in-charge/instructor will also need to:

- know the area
- assess the likely range of conditions.

### 2.6.6 Bunk beds

Bunk beds at campsites **must** conform to AS 4220—1994.

When bunk beds are used:

- children under six years **must not** use top bunks
- parents **must** give written consent for students between the ages of six and eight to sleep on top bunks.

*(See also 2.2.4 'Campsite accreditation')*

### 2.6.7 Tents

Leaders should check tents to ensure that they offer adequate protection from cold and wet conditions. Mattresses should be checked to ensure that students/children do not sleep on damp beds.

The following information regarding mattresses should be noted:

- Inflatable beds are poor insulators from the cold, but can be cooler in summer.
- Self inflating, sponge filled air mattresses do not insulate if deflated due to puncture.
- Sponge mattresses do not insulate in cold or damp conditions.
- Closed cell foam mats insulate in all conditions.

## 2.7 Interstate and overseas travel

*(See 4. 'Transport' for more information about approvals, buses etc)*

### Interstate Travel

The District Director is authorised to approve interstate camps and excursions including use of a department school bus. Refer to the form 'Application to Conduct An Excursion' at: <http://www.decs.sa.gov.au/docs/documents/1/Ed169ExcursionProforma.doc>.

### Overseas Travel

For overseas excursions, the DECS Overseas Travel Policy **must** be adhered to and all sections of an overseas travel application **must** be completed. The DECS Overseas Travel Policy and Overseas Group Travel Application is available at: [http://www.internationalstudents.sa.edu.au/default.asp?navgrp=home&id=travel\\_international](http://www.internationalstudents.sa.edu.au/default.asp?navgrp=home&id=travel_international).

### Duty of Care and Risk Management

Where DECS employees are travelling overseas with students, it is essential that all steps are taken to ensure duty of care obligations are met. The Risk Management Framework for Overseas Travel (provided in the Overseas Travel Application) must be completed and lodged with principals or line managers. A copy must also be attached to the Overseas Travel Application.

### Approvals

For overseas school excursions, an overseas travel application requires endorsement by the Principal, District Director, Director School and District Operations, Director International Education Services and the Chief Executive. Allow a minimum of ten weeks for securing approval.

### Group size and student/staff ratios

The minimum group size required to ensure viability and cost effective expenditure of public funds is recommended as 10 students for primary schools and 15 students for secondary schools. Where schools wish to conduct an excursion and have fewer than 10/15 students it may be appropriate to join with another school. Mixed gender student groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.

For overseas excursions, staff supervision levels **must** comply with the following table:

| Primary School |             | Secondary School |             |
|----------------|-------------|------------------|-------------|
| No of students | No of staff | No of students   | No of staff |
| 10-15          | 2           | 15-20            | 2           |
| 16-24          | 3           | 21-30            | 3           |
| 25-32          | 4           | 30-40            | 4           |
| 33-40          | 5           |                  |             |

### Use of Government travel contractor

All DECS employees **are required** to use the government travel contractor when their price is the lowest. **Where a travel agent other than the government travel contractor is used, quotes are required from that agent, the government travel contractor and one other agent.**

### Insurance

All travellers (including students) **must** have private insurance with copies provided to the group leader and copies attached to the overseas travel application. All non-DECS employees travelling must provide a letter indemnifying the Minister from liability.

All DECS employees travelling on government business are automatically covered by the whole-of-government travel insurance arrangement. This is administered by **the government travel contractor as part of the ticketing process**. Government travel insurance only covers the employee whilst **on duty**. Inquiries regarding the services provided by the government travel arrangements should be directed to SAICORP on telephone 8226 2270.

### Funding of teachers' travel expenses by students

Where a group of students will be funding teacher travel costs, the school must clearly disclose this to the parents of participating students during the consent gathering process.

### Overseas Billets

Refer to section 6.1

## 3. SUPERVISION ISSUES

### 3.1 Duty of care

*(See also AIGs 1/97)*

Every teacher has a 'duty of care' towards every student under his or her supervision, by virtue of the conditions of the teacher's employment, and by virtue of the common law principles of negligence.

Generally speaking a teacher owes a student a duty to take reasonable care to protect him or her from foreseeable risk of injury. This duty may be manifested in many ways including:

- the duty to supervise the students so that they comply with rules and practices designed for their own safety and that of other students;
- the duty to design and implement appropriate programmes and procedures to ensure the safety of students;
- the duty to ensure that school buildings, equipment and facilities are safe;
- the duty to warn students about dangerous situations or practices.

This list is not exhaustive. Basically, the duty is to do what is reasonable in a given situation. The question of what is reasonable in a given instance will be decided by the court in the event of litigation, but it is for the individual teacher, the principal and the department to comply with objectively reasonable practice.

All parties involved in delivering educational and other services for camps and excursions owe a duty of care to students/children as follows:

- DECS as the responsible education authority
- the principal/preschool director
- teachers
- trainee teachers
- SSOs, AEWs, ECWs
- voluntary workers assisting teachers
- instructors engaged by schools
- charter bus operators and drivers
- education officers providing activity programs
- outdoor education and aquatics centre personnel
- health professionals assisting individual student/child health care management.

The duty is in effect whenever the teacher/student/child relationship exists, which for the most part is on school/preschool grounds during school hours.

***However, with reference to this document, the duty of care continues throughout any school / preschool camp, excursion or sleepover outside school/preschool grounds, within and beyond normal hours.***

It varies according to such factors as the age, maturity and experience of the student/child and the nature of the activity. Generally, there is a greater duty of care:



- the younger the student/child
- the more complex the health care needs and/or disabilities of a student/child the more hazardous the situation.
- The level of duty of care applicable to adult students may be significantly less than for younger students/children or students/children with disabilities.
- A breach of duty of care will occur where there has been a failure to exercise the level of care required in any particular case.

In cases where injuries result from a teacher's negligence in the course of her/his employment, the Minister for Education and Children's Services is vicariously liable and is required to indemnify the teacher for any liability incurred unless the teacher's actions constitute serious or wilful misconduct.

Parties involved in the actual delivery of educational and other services for camps and excursions also owe a duty of care to themselves. They **must** plan for their own health and safety.

## **3.2 Roles and responsibilities**

### **3.2.1 Principal/Preschool Director**

*(See also AIGs 5/26)*

For each camp or excursion, it is the responsibility of the principal/preschool director to:

- endorse the curriculum component
- ensure that planning has taken account of the special needs of students/children **(See 2.5 'Routine and emergency health support')**
- ensure that planning has considered any reasonably predictable conditions and hazards that could be encountered **(See 2.2.2 'Hazard assessment')**
- approve appropriate safety procedures and ensure that they are instituted
- be satisfied that the leadership team **(See 3.2.4 'Leadership team')** has the necessary skills and experience **(See Sections 6-8)**
- approve the selection of a leadership team where more than one teacher is involved. The leadership team could be a mix of teachers, SSOs, AEWs, ECWs, trainee teachers, instructors and voluntary workers
- approve the nomination of the leadership team's teacher-in-charge
- ensure all leaders are aware of their mandatory notification responsibilities
- ensure that guidelines and conditions listed in this publication, the AIGs, and the OHS&W Manual are adhered to
- ensure that the leadership team-to-students/children ratio is adequate
- ensure that bookings, consents and notification of relevant agencies, local authorities and landowners have been made
- enunciate acceptable behaviours for all participants
- advise the leadership team of procedures for withdrawing students/children from the excursion or campsite in cases of serious misconduct
- ensure that correct protocols for gaining parents' consent have been observed **(See also 2.4 'Parental Consent')**

- ensure that the appropriate approvals have been received. (**See 4.1.1 and** Application to Conduct An Excursion form (ED169) **at** <http://www.decs.sa.gov.au/docs/documents/1/Ed169ExcursionProforma.doc>.)
- ensure that documentation is kept as required.

### 3.2.2 Teachers

Teachers **must**:

- carefully assess the range of activities and their risk status
- identify and assess the hazards likely to face students/children involved in any activity (**See 2.2.2 ‘Hazard assessment’**). Such an assessment **must** consider special hazards identified in participants’ health care records
- take whatever steps are practicable to minimise those hazards
- take all reasonable positive measures to prevent injury to students/children
- observe the standards of safe practice in any activity established by accredited organisations and other specialist practitioners
- use correct activity equipment, including any required safety equipment
- employ any other required principles of safe practice.

### 3.2.3 Teacher-in-charge

All camps and excursions **must** be under the leadership and control of a ‘teacher-in-charge’. Where more than one teacher is involved in supervising a camp or excursion, a ‘teacher-in-charge’ **must** be appointed. This teacher has a supervisory role over the educational program and the activities undertaken. During a camp or extended activity, when the teacher-in-charge is rostered off duty, she/he can delegate the role to another teacher if adequate levels of supervision can be maintained. The teacher-in-charge **must** ensure that:

- activities are safe but challenging, reflecting curriculum-based student/child learning outcomes
- the camp or excursion is based on inclusive practices and geared to the abilities and needs of all participants
- leaders and students/children are well equipped for all reasonably predictable conditions
- participants understand the nature and purpose of the activity and have developed the prerequisite knowledge, understanding and skills
- appropriate first aid kits are available (**See 2.5.4 ‘First aid’**)
- leadership team members are fully briefed and trained for their roles and responsibilities, including mandatory notification.

### 3.2.4 Leadership team

The leadership team consists of all those with a supervisory responsibility for the camp or excursion. These leaders could therefore be a mix of the following:

- teachers, including the teacher-in-charge
- trainee teachers
- SSOs, AEWs, ECWs

- appointed instructors
- voluntary workers, eg parents.

Each member of the leadership team **must** have a clear understanding of:

- the program, its purpose, the itinerary and any contingency plans
- the relative skills of leadership team members
- his/her role and responsibilities within that group including mandatory notification
- relevant OHS&W issues.

This information should be recorded and distributed to all group members.

Members of the leadership team **must** also:

- have knowledge of the environment where the camp or excursion will take place and be skilled at traversing such environments
- have knowledge of any hazards, including those associated with reasonably predictable weather conditions
- institute safety precautions specific to the planned activities and the nature of the student group
- know contingency procedures, including when and how to call for emergency assistance
- observe strict health and hygiene practices
- be aware of safe work practices on the site and safe operating procedures that may be applicable.

**While supervisors will not generally need the same expertise and experience expected of a teacher-in-charge or an instructor, it is important that they have a sufficient level of competence and experience in a particular activity to actively support the supervision, instruction and safety of students/children, rather than increasing the burden on the teacher-in-charge / instructors.**

### **3.2.5 Gender balance of leadership team**

Mixed gender student groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.

A mixed gender leadership team allows for:

- comfortable and confidential pastoral care
- role models for students/children of both sexes.

### **3.2.6 Trainee teachers, SSOs, AEWs, ECWs and voluntary workers**

Trainee teachers, SSOs, AEWs, ECWs and voluntary workers who assume a supervisory responsibility owe a duty of care to the students/children under their control. However, the primary duty of care rests with teachers to whom the trainees and voluntary workers are assigned. Trainee teachers, SSOs, AEWs, ECWs and voluntary workers must also:

- use their skills, knowledge and experience in a responsible manner
- follow all reasonable instructions.

### **Selection**

Before including a trainee teacher, SSO, AEW, ECW or voluntary worker as a member of a leadership team, the principal/preschool director and teacher in charge must be confident that he/she possesses the necessary skills and will therefore minimise the risks to the safety of other participants. The principal/preschool director **must** also ensure that that leadership team members have a Criminal Screening Check as outlined in the DECS Screening Unit Implementation Program. The Implementation Program may be viewed at: <http://www.decs.sa.gov.au/recruit/pages/supportadmin/crimHistCheck/>.

The teacher-in-charge must negotiate with trainee teachers, SSOs, AEWs, ECWs and voluntary workers prior to the camp or excursion and:

- find out their skills and competence, including any first aid qualifications
- clarify the roles of teachers, trainee teachers, SSOs, AEWs, ECWs and voluntary workers
- assign roles and tasks that are meaningful and non-exploitative
- ensure that the trainee teachers, SSOs, AEWs, ECWs and voluntary workers know when they are considered to be 'on duty'
- involve them in planning where possible
- alert them to student health or related issues on a 'need-to-know' basis, as negotiated with the student/child and family
- discuss and establish expectations for student/child behaviour management
- supply a summary of the itinerary, contingency plans and any other relevant information.

*(See also AIGs section 1/99)*

### **3.2.7 Specialist instructors and outdoor education providers**

If leadership teams wish to schedule activities for which they do not have the skills, qualifications or experience to conduct, the principal/preschool director and teacher-in-charge can appoint qualified specialist instructors. An appointed instructor also owes a duty of care to students/children and other participants. The level of involvement of the teacher will vary according to her/his skills, the instructor/s and the student/child group. However, the teacher must at all times supervise the educational program and ensure that activities are managed to meet the needs of students/children.

The principal must ensure any instructors and outdoor education providers have undergone a criminal history screening check in accordance with the principles detailed in the DECS Criminal History Screening Policy/Guidelines (refer to <http://www.decs.sa.gov.au/recruit/pages/supportadmin/crimHistCheck/>). The requirement for an instructor or outdoor education provider to undergo a criminal history screening check is dependant on the level of interaction between the educator and the students and whether the educator is required to provide full supervision to children/students. External providers are required to ensure that their staff have undergone a level of screening in accordance with DECS standards and principals are required to ensure that instructors provided by the school in support of school camps and excursions have been screened prior to their involvement. The DECS Criminal History Screening Unit provides a consistent screening service for both external providers and schools. For further information contact the Manager, Criminal History Screening Unit in DECS on telephone 8226 2250.

The activity program must be negotiated between the teacher and specialist instructor/s and cover the following:

- respective roles of the teacher and instructor/s\*
- contingency plans
- alerting the instructor to health care plans when needed and mandatory notification requirements
- student/child behaviour management policy.

***\* For high-risk activities such as rock climbing, teacher/specialist instructor authority must be clearly delineated, ie the senior instructor present must have the final decision in safety-related matters.***

### **3.2.8 Outreach Education – DECS Education Officers seconded to public organisations**

DECS has a number of teachers seconded to major public organisations to maximise learning opportunities for schools. Education Officers are based at:

- Adelaide Festival Centre
- Adelaide Law Courts
- Adelaide Zoo
- Art Gallery of South Australia
- Botanic Gardens of Adelaide
- CSIRO Science Education Centre
- Migration Museum
- National Aboriginal Cultural Institute – Tandanya
- Parliament House
- South Australian Maritime Museum
- South Australian Museum.

Programs may be in indoor or outdoor settings and may involve activities in small or whole class size groups. Programs may be self-guided or facilitated by Education Officers or personnel engaged/supplied by the organisation being visited.

Education Officers primarily owe a 'duty of care' to students/children when developing programs for visiting school groups. They may also act as members of the visiting schools leadership team if facilitating a session face to face and therefore assume the same duty of care as other team members from the visiting school.

Programs **must** be booked well in advance to ensure learning objectives of the excursion can be met and student needs are catered for. The teacher in charge of the excursion must ensure they are clear about program details before embarking on the excursion including 'duty of care' obligations and the role of the Education Officer.

Further information may be obtained at the Open Access College website at: [www.oac.sa.edu.au](http://www.oac.sa.edu.au).

### 3.2.9 Outdoor education and aquatics centres

DECS' outdoor education and aquatics centres can assist with planning and providing educational programs.

Instructors at the centres have appropriate qualifications and ensure strict adherence to safe practice. Organising teachers must maintain a supervisory role and can participate in activities as negotiated, sharing duty of care with outdoor education or aquatics centre instructors.

The management of student/child behaviour at these centres is a shared responsibility between organising teachers and the centre instructors. However, as teachers understand their students'/children's behaviour management issues, they must where necessary share information, select groups and act as support persons.

### 3.2.10 Instructor/ teacher qualifications

In consultation with authoritative bodies and individuals, DECS has determined the appropriate qualifications for instructors and teachers in specific activities. **(See Sections 6-8 for qualifications by activity)**

***For certain higher risk activities the minimum qualifications specified are mandatory. These qualifications are clearly indicated as 'required'.*** Where the activity is not listed in these guidelines, the teacher-in-charge or the principal/preschool director may seek advice from relevant departments or governing bodies to determine reasonable instructor qualifications. ***A recommended first step is to contact the Health and Physical Education Policy and Program Officer or your District Director.***

If a potential instructor has qualifications that appear to be equivalent to those listed, before approving the appointment, the teacher-in-charge or the principal/preschool director should seek confirmation as follows:

- **aquatics:** DECS' Swimming and Aquatics unit Manager or the governing body for the required activity
- **other activities:** the relevant governing body.

## 3.3 Supervision

The principal/preschool director and teacher-in-charge of a camp or excursion **must** determine the level of supervision required and ensure that it is maintained for the whole of the time a duty of care is in force. Supervision requirements will be determined by considering:

- age, development and needs of all students/children
- students/children with disabilities or special needs
- planned student/child learning outcomes
- nature of the activity
- reasonably predictable hazards
- time of day

- location and environment
- supervision level offered by other teachers, supervisors or instructors within the party.

### 3.3.1 Ratios

For all activities included in these guidelines, a minimum ratio of leadership team members to students/children has been determined by DECS in consultation with authoritative bodies and individuals (**See Sections 6-8 for ratios by activity**). These ratios should be complied with unless:

- The program is modified to allow for an increase or decrease of supervisors.
- The teacher-in-charge/instructor decides to vary the number of supervisors because of factors such as:
  - the local environment and conditions.
  - the nature of the group and its composition.
  - any perceived risk in the activity.
- The camp or excursion involves adult students, and conditions suggest they are able to take responsibility for their safety. ***This must be clearly stated on the consent form.***

***For certain higher risk activities, the specified minimum ratios are mandatory. These ratios are clearly indicated as 'required'.***

For activities not included in these guidelines, it is the responsibility of the principal/preschool director and teacher-in-charge/instructor to determine a safe ratio\*, considering the following:

- suggested ratios for similar activities
- reasonably predictable hazards, eg environmental.

***\* The Health and Physical Education Policy and Program Officer should be contacted in the first instance.***

### 3.3.2 Supervision options

#### **Direct**

Participating teachers are at the activity location, supervising and/or instructing each student/child involved.

#### **General**

Teachers oversee the total activity, which may be occurring in smaller groups.

#### **Indirect**

Teachers oversee the activity at a distance which ensures safety but minimises interruption — eg oversight of voluntary worker supervision of an activity at a sports camp. ***Parents must specifically consent to students under 18 participating in activities involving indirect supervision.***

#### **Self-reliant**

Teachers oversee the activity by employing very indirect supervision techniques such as:

- discrete shadowing of the group
- a series of checkpoints that students must visit
- meeting the group from time to time along the way
- predetermined telephone check times.

In employing this type of supervision, teachers and principals must be particularly vigilant in addressing the considerations outlined in 3.3, including age and development of students, nature of the activity, possible hazards, location and environment. The frequency and closeness of the supervisory contact with students should be adjusted accordingly. **This type of supervision is not normally considered appropriate for students below secondary school age.**

#### **Approval for indirect and self-reliant supervision**

Self-reliant expeditions and indirect supervision must only occur when the principal and the teacher-in-charge are satisfied that:

- the age and development of the student group are sufficient
- parent or adult student consent has been received
- planned student learning outcomes require and are suited to this style of supervision

and that:

- students have been well prepared to participate in self-reliant or indirectly supervised activities, ie they have received training and have satisfactorily demonstrated the prerequisite skills and knowledge
- the local terrain, environmental conditions and reasonably predictable hazards are within the capabilities of the students
- the style of indirect supervision reflects the degree of readiness (both mental and physical) of the students involved.

The type and/or style of supervision may need to change during an activity if there is a change in:

- the condition of the students, eg fatigue, health care needs, injury
- other factors such as equipment failure or the weather.

***The teacher-in-charge must be prepared to promptly alter the style of supervision as necessary.***

#### **Cross-age tutoring**

It is possible for older students to work with younger students/children, but teachers must maintain overall supervision and responsibility for the activity.

### **3.3.3 Participants' children**

Where teachers, instructors, SSOs, AEWs, ECWs, voluntary workers or adult students wish to take their own children with them on a camp or excursion, unless such children are members of the school/preschool party, the parents **must**:

- do so only with the written consent of the principal/preschool director and the teacher-in-charge
- take complete responsibility for the care and supervision of their children



- indemnify DECS against any claims whatsoever in relation to any injury to their children or any other participant arising out of the behaviour or presence of their children.

Those deciding whether to allow children of camp or excursion participants to attend should remember that some activities may not be suitable for younger children.

### 3.3.4 Injured or unwell students/children

If a student/child:

- **requires immediate first aid, other than of a minor nature, or further medical attention:** the teacher-in-charge must make all reasonable attempts to notify parents of the injury or illness. If this is impracticable or impossible and the teacher-in-charge believes that circumstances warrant it, registered medical practitioners are authorised (by parents in the consent\*) to carry out any necessary medical or surgical treatment. A Form ED 155m (available at: [www.decs.sa.gov.au/docs/files/communities/docman/1/ED\\_155\\_Accident\\_Report.pdf](http://www.decs.sa.gov.au/docs/files/communities/docman/1/ED_155_Accident_Report.pdf).) should be completed as soon as possible.
- **is injured or falls ill while on a camp or excursion:** she/he must be kept under adult supervision until recovery or arrival of parents to take charge.
- **cannot continue at a camp or excursion:** the teacher-in-charge must make other arrangements to meet his/her needs as soon as possible.

*\*Statements covering such contingencies should be a key feature of a consent form. (See also Appendix 1) The consent form ED 170 is available at: <http://www.decs.sa.gov.au/docs/documents/1/CampsandExcursionsConsent.doc>*

## 3.4 Standards of conduct

Leadership team behaviour on camps and excursions **must** at all times accord with professional standards and school policy. Disciplinary action may be taken against teachers guilty of misconduct.

Similarly, the leadership team can expect good conduct of participating students/children, and must deal firmly and swiftly with breaches of the school discipline policy, especially if behaviour endangers others. A camp or excursion is an extension of the school/preschool site, and protocols for dealing with cases of serious misbehaviour, for example arrangements for parents to remove their child from a camp, will have been arranged as part of the consent-seeking process.

The key to minimising difficulties arising from misbehaviour or rule-breaking on camps and excursions is to require students/children and parents to accept clearly explained rules and other requirements as a pre-condition for participation.

### 3.4.1 Alcohol

The health, safety and welfare of students/children and leadership team members **must not** be compromised by intemperate behaviour.

It is DECS policy to strongly discourage activities involving the consumption of alcohol when students/children are present. Apart from questions of behaviour, there are good practical reasons for this policy, particularly in regard to adventure activities as alcohol consumption impairs judgment and increases the risk of hypothermia.

Consuming alcohol while on duty also raises duty of care issues relating to principles of negligence law (**See 3.1 'Duty of Care'**). As well, departmental employees have a statutory obligation under the OHS&W Act to take reasonable steps to ensure that they do not endanger their personal safety or the safety of others at work (including camps and excursions) by the consumption of alcohol or drugs.

Principals/Preschool Directors of individual worksites may choose to impose a ban on the consumption of alcohol on camps and excursions as a matter of school/preschool policy. It is important that such a policy be decided in consultation with departmental employees and the school council/preschool management committee.

Planning and organisation of activities involving overnight supervision of students **must** allow for leadership team member's sleep and relaxation time. However, departmental employees technically remain on duty even at such times, and in an emergency could be required to take responsibility for students at short notice.

### **3.4.2 Smoking**

A camp or excursion is an extension of the school/preschool site, and so smoking is not permitted. Leadership team members **must** adhere to the following:

- There shall be no smoking in DECS buildings (including campsite buildings and tents) at any time.
- There shall be no smoking on school/preschool sites (including campsites) during working hours.
- At no time should supervisors smoke in the presence or view of students/children.

*(For information about the use of substances other than alcohol and cigarettes, see AIGs 3/81)*

## **4. TRANSPORT**

### **4.1 Selection**

*(See also 2.7 'Interstate and overseas travel')*

Organisers of a camp or excursion **must** take numerous factors into account when selecting transport, with the safety of participants always being paramount. The leadership team **must** consider the following:

- terrain

- season
- time of day
- costs
- availability
- driver qualifications and experience.

In considering the vehicle, they **must** take into account:

- roadworthiness and reliability
- safety features
- registration and insurance
- cleanliness, hygiene and comfort
- camp location and logistics.

### 4.1.1 Approvals

#### **Principal/Preschool Director**

Principals/preschool directors **must** endorse the selection of transport according to the criteria discussed in this chapter, and can approve all travel within the state using:

- departmental and charter buses
- public transport
- scheduled and chartered air travel (**See 4.4 'Aircraft'**)
- watercraft
- private vehicles. (**See 4.3 'Transporting children/students in private or government owned motor vehicles'**)

All interstate excursions, including interstate use of Government vehicles and departmental buses, require District Director approval. In the first instance it is appropriate to consult with the District Director when considering the use of air travel. These delegations must be exercised in line with other relevant departmental policies and instructions.

Approval for overseas travel (**see 2.7 'Interstate and Overseas Travel'**) and all forms of air travel other than scheduled and chartered, eg private aircraft, use of teacher-pilots, balloon flights etc **must** be granted by the Chief Executive of DECS. It is recommended that such applications for approval are lodged ten weeks in advance.

## 4.2. Buses

**(See AIGs 1/124 for more comprehensive information. See also the School Care emergency and crisis management website at: <http://www.crisis.sa.edu.au> for bus and driver requirements in bushfire risk areas)**

### 4.2.1 Licensing

Licensing **must** comply with the following minimum standards, which apply to DECS teacher and volunteer bus drivers as well as to professional drivers:

- Drivers **must** have a Class LR, MR or HR licence and have recent experience in the type of bus to be driven and the terrain to be covered.
- Where buses and/or drivers are hired from groups other than DECS or school councils/preschool management committee, the operators and drivers **must** be accredited under the Passenger Transport Act 1994 and possess a current authorisation slip.
- The general criteria for approved school bus drivers **must** be satisfied. These include currency of experience, ie bus driving **must** be recent and satisfactory.

*(See AIGs 1/124 for more detailed information on 'Licence requirements' and the 'Selection and approval' of drivers)*

#### **4.2.2 Facilities**

- Buses **must** have sufficient capacity to accommodate all participants and their luggage safely and comfortably.
- If required, buses should have provision for wheelchair-bound students/children, eg chair stowage. *(See also OHS&W Manual)*
- Charter companies **must** have back-up services to cover breakdowns.
- A current label or certificate of roadworthiness **must** be affixed to the windscreen.
- It is recommended that buses with seat belts be sought where possible.

*(See AIGs 1/124 for more detailed information on 'Carriage of goods' and 'Luggage storage')*

#### **4.2.3 Seating**

The principal/preschool director, in seeking quotes, hiring buses and endorsing any bus travel, needs to consider such things as:

- All students are required to have their own seat.
- Where seat belts are fitted, only that number of passengers may occupy the space and the seat belts **must** be worn and properly secured.
- Three students may sit in a double seat only if:
  - the seat doesn't have seat belts
  - occupants are 14 years or under and fit comfortably
  - the double seat is at least 860mm wide
  - the gap between seat backs is not more than 100mm and the gap between seat cushions is not more than 50mm
  - seat backs remain in the upright position.

Proper planning will prevent buses of inadequate capacity arriving to collect students/children for excursions. When new contractors are being sought, their buses should be checked beforehand.

#### **4.2.4 Luggage**

The teacher-in-charge **must** ensure that:

- luggage is stored in a safe manner, and loose items which could become airborne during heavy braking are secured
- aisles are always kept clear
- dangerous substances or equipment (eg gas cylinders) are not carried in the passenger compartment.

***(See AIGs 1/124 for more detailed information on 'Carriage of goods' and 'Luggage storage')***

#### **4.2.5 Avoiding driver fatigue**

Teachers and drivers **must** be familiar with DECS policy regarding the responsibilities of bus drivers, including the Department's School Transport (Hours of Driving) Policy. Drivers of private buses that are hired, **must** also comply with the Road Traffic (Driving Hours) Regulations, regardless of whether they are volunteers, teachers or commercial operators.

The driver and the teacher-in-charge **must** ensure that there are sufficient rest periods. A responsible person **must** provide guidance to the driver when reversing a bus or parking it in a congested or tight parking area.

***(See AIGs 1/124 'Hours of driving')***

#### **4.2.6 Supervision on buses**

***(This section should be read in conjunction with '3. Supervision issues')***

- The principal/preschool director **must** ensure that:
- the leadership team-to-student/child ratio is adequate
- there is at least one teacher on each bus
- the school/preschool has developed a policy for student/child behaviour on buses, which is well known to all participants and is acted upon.

The circumstances surrounding bus transport for camps and excursions are often quite different to those for regular, systematic bus transportation of students/children to and from school/preschool. This necessitates differing levels of supervision.

- Generally, there should be at least one leader (***See 3.2.4 'Leadership team'***) for a small bus and two for a large bus, in addition to the driver.
- For programs where regular trips to local venues are planned, a teacher/driver may be adequate.
- While department approved school bus drivers, under the AIGs, have a responsibility and role in managing student/child behaviour on buses, drivers supplied by private bus operators should not be expected to supervise students/children.

### **4.3. Transporting children/students in private or government owned motor vehicles**

*(See also AIGs 1/125)*

#### **4.3.1 Principal's/Preschool Director's responsibility**

***Principals/Preschool Directors may delegate the overseeing of travel arrangements to teachers, but retain the overall responsibility for the welfare of students/children.***

Teachers who offer to use their own cars to transport students/children should enter into a written agreement **(See AIGs 1/125)**.

When approving the use of private vehicles to transport students/children, principals/preschool directors **must** ensure that:

- parents' written consent to the excursion covers travel in a private vehicle
- drivers are responsible and will drive safely
- drivers have a full or provisional licence, ***ie no learners***
- as a minimum, vehicles are covered by third-party property insurance
- potential drivers are aware that neither the school/preschool nor DECS is liable for reimbursing any out-of-pocket expenses incurred as the result of an accident

***(See Appendix 2 for sample agreement form for parents transporting other students/children)***

#### **4.3.2 Parental advice and consent**

When private motor vehicles are used to transport children/students on children service centre/school activities, parents should be advised of the arrangements.

The written consent of parents for their child to attend an excursion/activity should also include their consent to the particular travel arrangements.

#### **4.3.3 Vehicle requirements**

A vehicle carrying children/student passengers must be:

- equipped with seat belts and approved safety restraints;
- registered (registration fee includes compulsory third party personal injury insurance).
- in a safe mechanical condition.
- covered by a third party property damage insurance policy

#### **4.3.4 Teacher duty of care**

Before the journey commences, the teacher in charge should take adequate steps to ensure that:

- no child/student occupies a seat that is not fitted with a seat belt or approved safety restraint;
- seat belts are fastened at the commencement of the journey.
- the vehicle has adequate seating capacity for the number of children/students to be transported.

#### **4.3.5 Driver duty of care**

The driver must have a full or provisional licence and exercise a duty of care in driving a vehicle carrying children/students.

Learner drivers must not carry children/students.

#### **4.3.6 Vehicles driven by students**

Vehicles driven by students should only be used as a last resort – ie the excursion/activity could not occur without their offer of transport. The student-driver must have a full or provisional licence.

If the student has not attained 18 years of age, his/her parents must also consent in writing to the student-driver using the vehicle to transport other children/students.

#### **4.3.7 Compulsory third party personal injury insurance**

Compulsory Third Party (CTP) insurance exists on all SA registered motor vehicles and provides protection for the owner, driver or passenger (each being an insured person), for injuries they cause to others arising out of the use of a motor vehicle. For a party to be able to claim personal injury compensation they must demonstrate liability against one or more of the insured persons. Here are some common examples:

- In circumstances where a driver of a vehicle was the sole cause of an accident, then all other parties injured may claim compensation against the driver, who in turn would seek indemnity under the CTP insurance so as not to be personally responsible for the financial cost of the claims. CTP claims could potentially be made against the driver by, for example, passengers in any vehicle, drivers of other vehicles, pedestrians or cyclists. However, the driver who caused the accident would have no CTP claim as they would be unable to attribute fault against any other insured person.
- In circumstances where a driver of a vehicle did **not** cause an accident, then they and any other parties injured may claim compensation against the person who caused the accident. That insured person would, in turn, seek indemnity under the CTP insurance on their vehicle.

- In circumstances where a driver of a vehicle shared responsibility for the cause of an accident with another driver, then it is possible for both drivers to claim against each other, but only to the extent that they were not at fault (for example, one driver may have a claim for 75% of their compensation and the other driver 25%).
- Mandatory reductions to claims may apply. For example, in the case where:
  - a vehicle is fitted with a seatbelt and the occupant (being of the age of 16 years or older) fails to wear the seatbelt as required by the law;
  - a cyclist (being of the age of 16 years or older) fails to wear a helmet as required by the law;
  - alcohol was a factor in the accident.

The Motor Accident Commission is the CTP insurer in South Australia and Allianz Australia is the claims agent. For further information regarding CTP insurance visit [www.mac.sa.gov.au](http://www.mac.sa.gov.au), or for specific information or assistance regarding CTP claims telephone Allianz on 1300 137 331.

#### **4.3.8 Cargo/loose items transported in vehicles**

From a duty of care perspective, children's services centres/schools should do all that is reasonably practicable to ensure that loose items are properly secured before vehicles are used to transport children/students on school activities.

#### **4.3.9 Use of government vehicles for interstate travel**

Approval for the use of government vehicles on interstate excursions has been delegated to the District Director. The District Director will report annually to the Deputy Chief Executive Schools and Children's Services on the frequency of use of vehicles for this purpose.

Children's services centres/schools are able to use government vehicles on interstate excursions provided that the core service is not disadvantaged. Schools using a short term hire government vehicle for this purpose will be required pay Fleet SA 4 cents per kilometre (after the first 100km). If Children's services centres/schools use a long term hire government vehicle for an interstate excursion, then a 'Carrying Passengers in Government Vehicles' form must be completed. This form is available at: [http://www.decs.sa.gov.au/docs/files/communities/docman/1/Carrying\\_Passengers\\_in\\_Gov.doc](http://www.decs.sa.gov.au/docs/files/communities/docman/1/Carrying_Passengers_in_Gov.doc) .

Any arrangement to use government owned school buses on interstate excursions or camps would need to take into account that these vehicles are for the transport of students to schools. If a normal school bus service is affected, alternative arrangements should be made for the transport of students to school at no additional to the department.

#### **4.3.10 Reimbursement of travel costs or out of pocket expenses**



The director/principal must authorise reimbursement of reasonable travel costs from children's services centres/school funds.

The department/children's services centre/schools will not reimburse owners of private vehicles for any out of pocket expenses.

#### **4.3.11 Emergency use of a private vehicle**

Principals/preschool directors may approve of a responsible adult member of the leadership team driving a private vehicle to a school/preschool camp or excursion for emergency use. The vehicle **must** have current registration and comprehensive or third-party property insurance.

Owners can claim reimbursement of running expenses from school/preschool funds. Although compulsory third-party (bodily) insurance is not affected by receipt of such a travelling allowance, comprehensive policies may contain exclusion clauses. Owners should clarify this with their insurer beforehand.

### **4.4 Aircraft**

Before approving or seeking other approvals for charter or private air travel, the principal/preschool director **must** ensure that:

- the pilot holds a current commercial pilot's licence and holds or works under an air operator's certificate
- the aircraft owner holds a current public liability insurance policy which in the event of a claim from a passenger, or her/his parents, provides cover of not less than \$5 million in respect of any one claim (not event).

The principal/preschool director or her/his delegate should sight the pilot's commercial licence, air operator's certificate, current medical certificate card and public liability insurance policy. A fax copy would suffice, and this should be retained for school/preschool records.

### **4.5 Water transport**

#### **4.5.1 Ship survey and marine safety**

Commercial Marine Services, Department for Transport, Energy and Infrastructure, **requires** watercraft operating for hire or reward in the carriage of passengers to be surveyed and have a current Certificate of Survey. This certificate, which **must** be displayed, indicates the number of persons that can be carried and the safety equipment required on board. Hire and drive small vessels as defined in Part 8, Section 78 of the *Harbours and Navigation Regulations 1994* require a Certificate of Inspection. All other commercial vessels carrying paying passengers require a Certificate of Survey.

The operators of commercial vessels carrying paying passengers are **required** to hold a Certificate of Competency at the level determined by the State Crewing Committee. When using the services of a commercial operator, it is the responsibility of the principal/preschool director/teacher-in-charge to confirm with the operator that:

- vessels to be used have a current Department for Transport, Energy and Infrastructure Certificate of Survey (or interstate/international equivalent)
- vessels are staffed by appropriately qualified persons
- vessels are loaded according to the Certificate of Survey
- Surveyed charter vessels must carry Coastal lifejackets or SOLAS lifejackets depending on the class of survey and other safety equipment specific to the type of craft and area of operation as specified on the Certificate of Survey are on board
- correct instructor/supervisor-to-student ratios\* are adopted.

\* **See 8.7 'Boating/sailing' and 8.15.2 'Boat fishing'**

Principals/preschool directors should also ensure that motorised vessels owned by schools are registered with the Department for Transport, Energy and Infrastructure as recreational vessels.

## **5. ACCIDENTS, INSURANCE AND CLAIMS**

### **5.1 Insurance**

#### **Employees**

Persons employed and paid by either DECS or a school council/preschool management committee are covered under the provisions of the Workers Compensation and Rehabilitation Act 1986.

#### **Voluntary workers**

DECS provides insurance cover for voluntary workers, regardless of age, who carry out duties under the direction of a principal/preschool director or school council/preschool management council. The cover applies whether or not their work is carried out on school/preschool premises.

#### **Students/children**

DECS **does not** accept liability, by insurance or otherwise, for injury sustained by a student/child at school/preschool or on excursion or camp. This information should be readily available in school/preschool policy/ information handbooks and parents should be advised of this prior to any excursion.

*(See also 3.1 'Duty of care' and AIGs 1/119)*

### **5.2 Reporting and notification**

Every accident involving injury requiring first aid or medical treatment to DECS employees, students, children, parents, visitors or voluntary workers, except those of a very minor nature, **must** be reported on form ED155M (available at:

[http://www.decs.sa.gov.au/docs/files/communities/docman/1/ED\\_155\\_Accident\\_Report.pdf](http://www.decs.sa.gov.au/docs/files/communities/docman/1/ED_155_Accident_Report.pdf)). Details of minor accidents and first aid should be logged in the school's/preschool's first aid book. A number of injury types **must** be notified to SafeWork SA within specific time frames. **(For further information refer to DECS OHS website at <http://www.decs.sa.gov.au/ohs/>.)**

- Where an accident or injury is of a severe nature — eg loss of limbs, fractures, burns, head/eye/back injuries — in addition to notification requirements, additional statements should be gathered and finalised by the principal/preschool and forwarded to OHS Unit and DECS Legislation and Legal Services Unit as soon as possible. A DECS legal officer will request further information as appropriate.
- Accidents or incidents in national and state parks administered by DEH should also be reported to the responsible office.
- Accident/injury reports are legal documents and **must not** be given to any person other than DECS officers responsible for dealing with them.

**(See also AIGs 1/90–94)**

### **5.2.1 Mandatory notification of suspected child abuse**

Camps and excursions create opportunities for extended and relaxed contact with students/children, during which supervisors might observe physical or emotional signs that suggest possible physical, sexual or emotional, abuse or neglect,

- All leadership team members on a school/preschool site, camp or excursion are by law mandated notifiers and must report suspected child abuse or neglect. Failure to do so is an offence. If supervisors have reasonable grounds for suspecting child abuse or neglect, they **must** notify the Families SA Child Abuse Report Line on telephone 13 14 78 as a priority.
- Where leadership team members are unsure, they should discuss the matter with the duty officer at the Families SA Child Abuse Report Line (telephone: 13 14 78). A consultation with Families SA does not automatically mean that the query will be formally accepted as a notification. It will need to fit Families SA criteria for an investigation to occur. DECS employees are advised to keep a confidential record of their contact with Families SA.
- If an allegation of child abuse is made against a leadership team member the matter must be reported to the Families SA Child Abuse Report Line **and** the DECS Special Investigations Unit on telephone 8226 0135.
- Leadership team members may observe inappropriate behaviour between adult supervisors and students. In these situations the inappropriate behaviour must be raised with the adult concerned so that the behaviour stops. The actions taken need to be documented and the site leader or director of the group of students must be informed. The site leader / director will decide whether or not the matter needs to be referred to the DECS Special Investigations Unit. Leadership Team members should be familiar with the DECS, Catholic Education and Independent Schools document *Protective Practices for Staff in their Interactions with Students* available on DECS

child protection website at:

<http://www.decs.sa.gov.au/portal/community.asp?group=wellbeing&id=protection>.

*(See AIGs 3/86–7 for detailed information)*

## **5.3 Accidents and injuries**

### **5.3.1 Employees**

Principals/preschool directors **must** advise the DECS' Occupational Health and Safety (OHS) Unit claims section of injuries to employees resulting in claims for workers' compensation as follows:

- Workcover medical certificate, signed by a registered medical practitioner
- Workcover Claim for Compensation form (notice of disability)
- exempt employer report form
- accident/injury report form ED155M
- claim for damaged clothing or tools of trade.

*(See also AIGs 2/150–1)*

### **5.3.2 Vehicle accidents**

Where an employee suffers injury in a vehicle accident as part of his/her duty on a camp or excursion, the following information should be sent to the OHS Unit's claims section:

- names of all drivers and injured persons
- registration numbers of the vehicles involved
- names of all insurance companies and any solicitors assigned
- where and when the accident was reported to the police
- a sketch of the accident scene showing the identity and positions of vehicles; direction of travel; positions of any stop signs, traffic lights, giveaway signs, priority roads etc.

### **5.3.3 Students/children**

**Minor injury/illness:** log details in the school's/preschool's first aid book.

**Substantial injury/illness:** forward ED155M to OHS Unit.

**Very serious injury/illness:** forward ED155M to OHS Unit and Legislation and Legal Services Unit together with a detailed report including photographs of accident site and eyewitness accounts.

The school/preschool should retain a copy of ED155M reports relating to serious accidents, together with associated reports and eyewitness accounts, until seven years

after the student's/child's eighteenth birthday, or for seven years in the case of an adult student. **(See also AIGs 1/91)**

The ED155M form is available at:

[http://www.decs.sa.gov.au/docs/files/communities/docman/1/ED\\_155\\_Accident\\_Report.pdf](http://www.decs.sa.gov.au/docs/files/communities/docman/1/ED_155_Accident_Report.pdf).

### **5.3.4 Voluntary workers**

For accidents involving injury to voluntary workers, the following notification must be supplied to DECS' Legislation and Legal Services:

- completed ED155M
- receipted accounts for medical and/or hospital treatment, together with a certificate from medical/hospital funds showing amounts recouped (or advice of non-membership of a fund).

When the injured person loses salary, he/she must forward:

- a statement from the employer showing average weekly earnings for the 12 months preceding the date of injury
- a medical certificate for any injury-related period of absence from work.

The school/preschool should retain a copy of ED155M reports relating to serious accidents, together with associated reports and eyewitness accounts, until seven years after the volunteer's eighteenth birthday, or for seven years in the case of an adult volunteer.

**(See also AIGs 1/119 and 5/16)**

## **6. ACTIVITIES INVOLVING OVERNIGHT ACCOMMODATION**

### **6.1 Billets, including overseas billets**

Host families may provide individual student accommodation when students visit another school (ie. a host school) for a cultural or sporting exchange. The host school and the host family generally have responsibility for accommodation and activities out of school.

It is the responsibility of the school to ensure the host families that provide accommodation for students provide a safe environment for students to live in and pose no risk to their safety. Schools **must** try to match students by age, sex and cultural groupings. Participating students should understand that they may encounter different social and cultural practices. While an appreciation of these might enhance social and

multicultural awareness, students should feel free to ask the teacher-in-charge for help to change accommodation, if they find themselves in an uncomfortable situation.

### **Leadership team qualifications and experience**

#### **Teacher-in-charge:**

Experience in supervising students in out-of-school-hours situations.

#### **First Aid:**

See 2.5.4.

### **Leadership team-to-student ratio**

As billeting is usually part of an interschool student exchange, leadership team-to-student ratios will be determined by the activity program. An important **requirement** is that each billeted student has ready access to a teacher.

### **Area/location**

Billet accommodation **must** be of a standard acceptable to organisers, and should include the following:

- single-sex bedrooms
- private washing and toilet facilities
- facilities for any student's special needs
- communication facilities for billeted students to contact their teachers
- reserve accommodation for students who need to be relocated.

### **Equipment/preparation**

- All families accepting billets **must** be deemed suitable by the host school.
- Parents of both the billeting and the host families **must** be fully informed of the program and of the host family's responsibilities.
- Prior contact and agreement between participating families and students is strongly recommended. Should either of the families have reservations about the appropriateness of a billet, these concerns **must** be handled sensitively and promptly by the host school.
- The responsibilities of the host family should be clearly identified and negotiated before a billet arrives. Such responsibilities will include transport arrangements, accommodation, after-school activities and information about time to be shared with the host family. If the billet has any special health care needs (eg asthma trigger avoidance), related contingency planning must be included.
- The program of school-organised events should be given to the host family in advance. Host families should also be supported in finding ways to make the billeting experience as mutually beneficial as possible.

### **Safety/supervision**

- All adult host family members **must** have a Criminal Screening Check. For further information, the DECS Criminal History Screening Unit may be contacted on telephone 8226 2250.
- Billeted students and host families should have telephone numbers to contact teachers at all times. This may require a mobile phone, paging service, or information about a teacher's movements left with her/his contact number
- The teacher-in-charge **must** maintain an up-to-date list of billeted students and their addresses and telephone numbers.

- Where students are staying on farms or in other areas where hazardous machinery is located, safety arrangements must be discussed beforehand between teachers, the students, billeting families and the school. Rules might include no motorbikes, no spotlighting, no guns, etc
- Effective and discreet communication protocols **must** be in place for leaders to ensure the welfare of billeted students. Regular visits/telephone calls are a means of achieving this.
- Leaders **must** have transport to visit students at their billets at any time.

## 6.2 Bus tours

Generally, bus tours are educational tours where the bus company plans the itinerary, the activities and the catering. While bus tours generally don't require many specialised skills of the leaders, they provide some situations which are unique to this type of excursion.

***Although a bus tour operator may be contracted by a school, the teacher-in-charge is responsible for the overall program and supervision of students.***

### Leadership team qualifications and experience

#### Teacher-in-charge:

Familiarity with requirements regarding transport. (See 4. 'Transport')

- experience in supervising students in out-of-school situations

#### First Aid:

See 2.5.4.

#### Leadership team-to-student ratio

- 1:10 for Preschool- Year 2
- 1:15 for Years 3-12
- Minimum of two leaders **required**.

#### Area/location

Carefully select the environment with reference to emergency action procedures. (See **also the School Care emergency and crisis management website at: <http://www.crisis.sa.edu.au>**)

#### Equipment/preparation

**Hazard assessment:** Conducted and documented as part of site selection process for principal's approval. (See 2.2 'Site selection')

**Emergencies:** Communication, transportation and other emergency action protocols all planned, in place and operable. (See 2.3 'Contingency plans'). **An emergency evacuation plan must be clearly understood by all participants. In the event of an emergency, participants must evacuate as a priority and not attempt firefighting (See also the School Care emergency and crisis management website at: <http://www.crisis.sa.edu.au>)**

**Medical:** Updated health care information — restrictions, special needs etc — **must** be communicated to concerned teachers and other leaders on a need-to-know basis, as negotiated with the student and family.

- Tour groups should be well prepared for any environmental and weather variations they may encounter.

### **Safety/supervision**

If the group is staying in caravan parks and has year 3–7 students, a leader should sleep in each caravan or dormitory. Where leaders are not in the sleeping accommodation, they should be nearby and available at all times.

- Mixed gender student groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.
- Some students will have reservations about using shower blocks, and teachers **must** therefore give careful attention to safety aspects, eg conduct a teachers' pre-check. Students should then enter the blocks in groups, accompanied by leaders if necessary — two leaders are recommended in this case. Teachers need to be sensitive to particular student needs and should plan accordingly.
- Check curfew arrangements, as some will be relatively early.
- Arranging an accommodation site within caravan parks some distance from other campers, or near to toilets, may be prudent.
- Night games and hikes should be conducted in an area that has been checked during the day, and may require an increase in the ratio of leaders to students.

## **6.3 Caravan parks**

Accommodation in caravan parks can include caravans, dormitories, bunkhouses and tents. Facilities including toilets, showers, cooking and laundry should be provided.

### **Leadership team qualifications and experience**

#### **Teacher-in-charge:**

- Experience in conducting student camps and conducting camping activities.
- Experience in supervising students in out-of-school-hours situations.
- Experience in tent camping, cooking over open fires and living in the outdoors.

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:10 for Preschool- Year 2
- 1:15 for years 3-12
- Minimum of two leaders **required**.

#### **Area/location**

Carefully select the environment with reference to emergency action procedures.

#### **Equipment/preparation**

**Hazard assessment:** Conducted and documented as part of site selection process for principal's approval. (**See 2.2 'Site selection'**)



**Emergencies:** Communication, transportation and other emergency action protocols all planned, in place and operable. (*See 2.3 'Contingency plans'*)

**Medical:** Updated health care information including restrictions, special needs etc, **must** be communicated to concerned teachers and other leaders on a need-to-know basis, as negotiated with the student and family.

### **Safety/supervision**

- Leaders **must** be readily available for students at all times.
- Mixed gender student groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.
- A leader should sleep in each caravan/dormitory which accommodates preschool–year 7 students/children.
- For older students, leaders should sleep nearby.
- Some students will have reservations about using shower blocks, and teachers **must** therefore give careful attention to safety aspects, eg conduct a teacher's pre-check. Students should then enter the blocks in groups, accompanied by leaders if necessary — two leaders are recommended in this case. Teachers need to be sensitive to particular student needs and should plan accordingly.
- Check curfew arrangements, as many will be relatively early.
- Choosing an accommodation site some distance from other campers, or near to the toilets, may be prudent.
- Night games and hikes should be conducted in an area that has been checked during the day, and may require an increase in the ratio of leaders to students.
- The teacher-in-charge is responsible for the health of students on camp, and despite the health and sanitation policy of the caravan park proprietors, should seek remedial action where standards appear to be compromised.

## **6.4 Tent camping**

**Light canvas or expedition camp:** Groups camp in tents in bush settings with simple facilities, normally as part of an expedition, either bushwalking, canoeing, bicycle touring or sailing. Equipment is carried to the location by participants.

**Standing canvas camp:** A tent camp generally in bushland settings. Facilities such as kitchen and toilets are usually established by the campers. Equipment is brought in by vehicle.

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

- training in canvas camp skills, covering setting up camp, sanitation, care and supervision of students on camps, outdoor cooking, environmental impact and emergency procedures
- considerable experience in supervising students in canvas camp situations in a variety of terrains and weather conditions
- bushwalking, bicycle touring, canoeing or sailing skills as appropriate

#### **Other leaders:**

Experience in tent camping, cooking over open fires and living in the outdoors.

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:10
- Minimum of two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

**Hazard assessment:** Conducted and documented as part of site selection process for principal's approval. **(See 2.2 'Site selection')**

**Emergencies:** Communication, transportation and other emergency action protocols all planned, in place and operable. **(See 2.3 'Contingency plans')**

- Fire extinguishers suitable for both fat and fuel fires, as well as tent and grass fires, should be included.

**Medical:** Updated health care information including restrictions, special needs etc, **must** be communicated to concerned teachers and other leaders on a need-to-know basis, as negotiated with the student and family.

**Advisory:** Before camping or entering parks, park rangers **must** be informed of camp itinerary and school contact person. For trips to isolated areas, local police must be similarly informed.

**Permits:** Details relating to permits and how to obtain them can be found at the Natural Resources information centre, DEH offices and State Fisheries. Principals must ensure that appropriate permits are obtained for:

- collecting samples, seeds in parks
- fossicking in forest reserves
- camping in parks and forest reserves
- using closely regulated stretches of water, such as Robe lakes
- some fishing activities
- possession or use of firearms.

**Fires:** Check in advance that fires are allowed. Minimise use of fire and therefore your impact on the land. Also:

- aim to use fire only for cooking
- site camp fires away from bushes, trees and rocks
- dig efficient pit fires which can easily be covered afterwards
- burn only fallen deadwood
- if wood is scarce, use stoves
- do not allow students to play with fires
- quench fire with water, and bury before leaving.

**Toilets:** If no facilities are available, dig a hole 15 - 30cm deep for defecation and fill it in afterwards. Carry a camp spade with the group. Use sites well away from drinking water

and major catchment areas. Always establish hygienic toilet, washing and cooking arrangements.

**Rubbish:** Adopt the principal of 'carry it in, carry it out' and encourage students to use a rubbish bag. Take foods which have minimal packaging. Where possible, trails and campsites should be cleaner than when you found them.

**Environmental impact:** Detrimental effects upon the environment should be avoided. Encourage students to respect, wonder at, care for and enjoy the natural environment. Actively discourage blatant, intentional damage such as tearing wood from trees, carving initials on trees and rocks etc. Unintentional impact such as disturbing animals or interfering with and possibly destroying habitats should also be avoided.

**Strategies for impact reduction:** Adopt a policy of 'leave only footprints, take only photographs'. Engage in non-destructive activities such as observing, recording, photographing, sketching, writing. Also:

- encourage quiet observation
  - inform students of the ecological social and historical significance of the area
  - organise small groups to help minimise damage
  - keep to well-defined tracks
  - do not overuse an area
  - use non-fragile areas whenever possible — avoid sand dunes, arid lands and exposed reefs except for specific studies of those environments, since they are easily damaged
  - specimen collecting is not allowed in national and state parks without park authority approval, and should be kept to a minimum in other areas.
- **Clothing and camping equipment:** require special attention, as canvas camping can expose students to extremes in weather conditions.

#### **Safety/supervision**

- The impact on the environment should be kept to a minimum, eg by forming small groups.
- Mixed gender student groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.
- Night games and hikes should be conducted in an area that has been checked during the day, and may require an increase in the ratio of leaders to students.

## **6.5 Residential camps**

Residential camps mean overnight accommodation in permanent buildings, eg motels, special centres, with key facilities such as toilets, kitchen, dormitory accommodation and telephone.

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge:**

- experience in conducting student camps
- preferably completed a course in conducting camping activities.
- experience in supervising students in out-of-school-hours-situations

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:10 for Preschool to Year 2: 15 for years 3-12
- 1:15 for years 3-12 **required**.
- Minimum of two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

**Hazard assessment:** Conducted and documented as part of site selection process for principal's approval. (**See 2.2 'Site selection'**)

**Emergencies:** Communication, transportation and other emergency action protocols all planned, in place and operable. (**See 2.3 'Contingency plans'**)

**Medical:** Updated health care information, restrictions, special needs etc **must** be communicated to concerned teachers and other leaders on a need-to-know basis, as negotiated with the student and family.

**Safety/supervision**

- Mixed gender student/child groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.
- Some students/children will have reservations about using shower blocks, and teachers **must** therefore give careful attention to safety aspects, eg conduct a teacher's pre-check. Students/children should then enter the blocks in groups, accompanied by leaders if necessary — two leaders recommended in this case. Teachers need to be sensitive to particular student/child needs and should plan accordingly.
- Night games and hikes should be conducted in an area that has been checked during the day, and may require an increase in the ratio of teachers to students.

## **6.6 Sleep-overs**

Sleepovers are overnight activities on the school premises in which students participate in various curriculum activities which can include the introduction of outdoor education programs, team building, forty hour famine appeals and school exchanges. Sleep-overs include overnight stays inside the school/preschool or in tents within the school boundary. This section also includes 'stay-back-till-dark' activities.

Principals have the authority to approve sleepovers within the framework of departmental instructions and guidelines, with particular emphasis on security and duty of care.

**Security**

Education Regulation 7 makes it an offence for persons to be on school premises between the hours of 12.00 midnight and 7.00am (“curfew hours”) unless they carry an appropriate security pass or the written authority of the principal.

The following procedures should be considered:

- The principal is to approve a list of staff, students, volunteers and the motor vehicles(s) which will be on the premises overnight, ie. during curfew hours
- Appropriate adult/student ratios are to be determined to meet duty of care responsibilities
- Participants are to remain within the approved, designated area
- The local police are to be advised of the proposed activity
- Police and security services are to be advised if any alarms are switched off
- Private security companies who patrol the premises are to be advised
- To facilitate the use of any vehicle in an emergency situation, the principal should ensure that Comprehensive Insurance or minimum Third Party Property Insurance cover is current (refer to section 4.3.7).

### **Duty of Care**

In order to discharge the duty of care to students, the principal should:

- Treat the activity as an excursion which includes among other things, securing parental consent
- Adopt, with staff assistance, management procedures which include the following:
  - Continuous supervision
  - Appropriate adult/student ratios determined to meet duty of care responsibilities
  - Attention to fire drill, First Aid and medical procedures
  - No alcohol to be used during the activity
  - Telephone access
- Conduct the activity in accordance with the requirements outlined in this document.

### **Leadership team qualifications and experience**

#### **Teacher-in-charge:**

Experience in supervising students/children in out-of-school/preschool hours situations.

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:10 for Preschool–year 2
- 1:15 for years 3–12
- Minimum of two leaders **required**.

#### **Area/location**

- Carefully select the environment with reference to contingency procedures, especially emergency access and egress.

- To minimise the risk of being trapped by fire, and allow for safe egress, sleepovers **must** be conducted in single storey buildings or on the ground floor in multi-storey buildings.
- Toilets should be available for use within the building in which the students/children are housed, or nearby if students are camped within the school grounds.

### Equipment/preparation

**Hazard assessment:** Conducted and documented as part of site selection process for principal's/preschool director's approval (**See 2.2 'Site selection'**). **A fire safety assessment must be part of the process and include the following:** (This may be done in liaison with the local firefighting authority)

- Flammable load present on-site, ie an area with a wool carpet should be used in preference to one with synthetic floor coverings.
- Strategies for reducing flammable load, eg relocate movable synthetic furnishings and excessive quantities of paper; empty out waste receptacles.
- All participants **must** know where functional fire extinguishers are.
- Sites used for sleep-overs and any hallway or corridor leading to a required exit **must** have a smoke detector/s fitted. Consideration should be given to installing smoke detectors in corridors leading to the area used, as an aid to early warning.
- Exit doors **must** be able to be opened without a key from the inside.
- Sites used for sleep-overs **must** have a clearly visible, illuminated exit sign above a required exit door and in any hallway or corridor leading to a required exit.

**Emergencies:** Communication, transportation and other emergency action protocols all planned, in place and operable (**See 2.3 'Contingency plans'**). An emergency evacuation plan **must** be clearly understood by all participants. If the emergency is a fire, participants **must** evacuate as a priority and not attempt firefighting.

**(See also OHS&W website: [www.decs.sa.gov.au/ohs](http://www.decs.sa.gov.au/ohs).)**

- Procedures must be in place for dealing with harassment by non-participants
- At least two working torches **must** be accessible to leaders.
- The sleep-over area **must** be serviced by a telephone, with emergency services contact numbers prominently displayed by the phone or programmed into the telephone. Where mobile phones are to be used, a prior check should be made to ensure that reception is available for the area in use and a back-up battery is recommended.
- Local police **must** be advised of the sleep-over, as it is illegal to be on school premises during curfew hours (12.00 – 7.00am), and extra patrols requested.
- Local firefighting authority and security services **must** also be advised.
- Identification of the sleep-over location on a school/preschool site plan is recommended for this purpose, along with notification of the date of the sleep-over and the number of persons involved.

**Medical:** Updated health care information — restrictions, special needs etc — **must** be communicated to concerned teachers and other leaders on a need-to-know basis, as negotiated with the student and family

**Sleep-over checklist:** To be completed and lodged with the principal/preschool director. (**See Appendix 3**)

### Safety/supervision/welfare

- Mixed gender student/child groups **must** have mixed gender leadership unless parents have approved of alternatives during the consent-seeking process.
- Night games and hikes should be conducted in an area that has been checked during the day, and may require an increase in the ratio of leaders to students.
- Arrangements must be made to ensure students/children have adequate bedding
- Candles or other naked flames **must not** be permitted.

Use of portable heaters is not recommended, but where used should:

- should have safety switches that turn off if tipped over
- **exclude portable bar radiators**
- be kept well clear of combustible material
- be turned off when sleeping.

## 7. EXCURSIONS

### 7.1 Bushwalking

*The safety/supervision sections of each category should be read in conjunction with health and safety considerations described in 2.2 'Site selection' and 2.3 'Contingency plans'. First aiders must ensure that their knowledge includes current recommended emergency treatment for snakebite.*

#### 7.1.1 Excursions — marked or unmarked trails in easy terrain

Day or half-day walks on marked or unmarked trails in easy terrain.

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

- Bushwalking experience
- Knowledge of local conditions, preferably experience walking with groups in the particular environment
- **Day Walk Leader Certificate awarded by Bushwalking Leadership SA** recommended

##### First Aid:

See 2.5.4.

##### Leadership team-to-student ratio

- 1:10 for years 3–7
- 1:15 for years 8–12
- Minimum of two leaders **required**.

##### Area/location

- Carefully select the environment with reference to emergency action procedures

- **Do not** conduct on extreme fire danger or total fire ban days (parks closed).

#### **Equipment/preparation**

- Sturdy shoes and protective clothing
- Adequate food and fresh drinking water.

#### **Safety/supervision**

- Walks **must** be within the capabilities of all group members
- Student backpacks **must** weigh no more than a quarter of the carrier's body weight
- Adult backpacks **must** weigh no more than a third of the carrier's body weight
- If smaller walking groups are formed, they **must** comprise a maximum of 20 students and have a qualified leader in charge
- Walks **must not** be conducted on total fire ban or extreme fire danger days
- When walking near roads and highways, observe safety-first principles:
  - face approaching traffic
  - stay on footpaths or verges where possible
  - exercise special care near blind corners
- Participants **must** understand what to do if snakes are encountered, ie allow to pass, don't provoke, don't panic, stay with group.

### **7.1.2 Excursions — marked or unmarked trails in difficult terrain**

Day or half-day walks on marked or unmarked trails in difficult terrain and/or requiring orienteering skills. (**See also 8.26 'Orienteering'**)

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

- Day Walk Leader Certificate awarded by Bushwalking Leadership SA or equivalent **required**
- Knowledge of local conditions, preferably experience walking with groups in the particular environment

##### **Other leaders:**

Knowledge of local conditions, preferably experience walking with groups in the particular environment.

##### **First Aid:**

See 2.5.4.

##### **Leadership team-to-student ratio**

- 1:10 **required**
- Minimum of two leaders **required**.

##### **Area/location**

- Carefully select the environment with reference to emergency action procedures
- **Do not** conduct on extreme fire danger or total fire ban days (parks closed).

#### **Equipment/preparation**



- Sturdy shoes and protective clothing for prevailing conditions
- Adequate food, fresh drinking water and emergency rations
- A 1:50000 topographic map, compass, mirror and whistle should be carried.

#### **Safety/supervision**

- Walks **must** be within the capabilities of all group members.
- Emergency communication strategies **must** be in place and operative.
- No deviation should be taken from plans lodged in advance with authorities unless circumstances make change necessary (school contact person to be advised).
- Student backpacks **must** weigh no more than a quarter of the carrier's body weight.
- Adult backpacks **must** weigh no more than a third of the carrier's body weight.
- If smaller walking groups are formed, they **must** comprise a maximum of 15 students and be supervised by a leader.
- Walks **must not** be conducted on total fire ban or extreme fire danger days.
- Participants **must** understand what to do if snakes are encountered, ie allow to pass, don't provoke, don't panic, stay with group.

### **7.1.3 Bushwalking expeditions — mainly marked trails**

Walks of up to three days' duration in easy terrain on predominantly marked trails.  
Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Bushwalking Leader Certificate awarded by Bushwalking Leadership SA or equivalent  
Familiar with the area or similar environments

##### **Other leaders:**

Another leader with considerable experience and capable of taking charge of the group — desirable for this person to be working towards Bushwalking Leader Certificate or equivalent.

##### **First Aid:**

See 2.5.4.

#### **Leadership team -to-student ratio**

- 1:10
- Minimum of two\* leaders **required**.

\* If there is only one group. If separate groups are walking independently in the same area and are maintaining effective, close communication, one leader to a group could be considered — with reference to the age and maturity of the students, prior training, walking experience etc

#### **Area/location**

- Carefully select the environment with reference to emergency action procedures
- **Do not** conduct on extreme fire danger or total fire ban days (parks closed).

#### **Equipment/preparation**

- Trip intentions form lodged with DEH and other agencies as necessary
- Sturdy shoes and protective clothing for the full range of weather conditions
- Adequate food, fresh drinking water and emergency rations
- A 1:50000 topographic map, compass, mirror and whistle should be carried.

#### **Safety/supervision**

- Walks **must** be within the capabilities of all group members.
- Emergency communication strategies **must** be in place and operative.
- No deviation should be taken from plans lodged in advance with authorities unless circumstances make change necessary (school contact person to be advised).
- Student backpacks **must** weigh no more than a quarter of the carrier's body weight.
- Adult backpacks **must** weigh no more than a third of the carrier's body weight.
- If smaller walking groups are formed, they **must** comprise a maximum of 15 students and be supervised by a leader.
- Walks **must not** be conducted on total fire ban or extreme fire danger days.
- Participants **must** understand what to do if snakes are encountered, ie allow to pass, don't provoke, don't panic, stay with group.

### **7.1.4 Bushwalking expeditions — remote areas**

Remote and isolated areas throughout Australia, but excluding snow and ice walking and camping. (*See also 8.26 'Orienteering' and 8.27 'Rock climbing and abseiling'*)

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors**

- Advanced Bushwalking Leader Certificate awarded by Bushwalking Leadership SA or equivalent **required**
- **Must** be familiar with the area or similar environments

##### **Other leaders:**

- Another leader with considerable experience and capable of taking charge of the group **required** — desirable for this person to be working towards an Advanced Bushwalking Leader Certificate or equivalent
- Familiar with the area or similar environments

##### **First Aid:**

See 2.5.4.

##### **Leadership team-to-student ratio**

- 1:5 **required**
- Minimum of two leaders **required**.

##### **Area/location**

- Carefully select the environment with reference to emergency action procedures.
- **Do not** conduct on extreme fire danger or total fire ban days (parks closed).

##### **Equipment/preparation**

- Trip intentions form lodged with DEH and other agencies as necessary
- Sturdy shoes and protective clothing for the full range of weather conditions
- Adequate food, fresh drinking water and emergency rations.

### **Safety/supervision**

- Walks **must** be within the capabilities of all group members.
- Emergency communication strategies **must** be in place and operative.
- No deviation should be taken from plans lodged in advance with authorities unless circumstances make change necessary (school contact person to be advised).
- Student backpacks **must** weigh no more than a quarter of the carrier's body weight.
- Adult backpacks **must** weigh no more than a third of the carrier's body weight.
- Walks **must not** be conducted on total fire ban or extreme fire danger days.
- Participants **must** understand what to do if snakes are encountered, ie allow to pass, don't provoke, don't panic, stay with group.

## **7.2 Events, functions, performances — public venue**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **7.2.1 Special events**

Occasions involving large crowds in the streets or public venues, eg Royal Adelaide Show, Come Out parades, sporting events at Football Park, Adelaide Oval etc

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

Knowledge of the venue including first aid locations

#### **First Aid:**

See 2.5.4.

### **Leadership team member -to-student/child ratio**

- 1:6 for Preschool–year 2
- 1:10 for years 3–7
- 1:15 for years 8–12.
- Minimum of two leaders **required**
- Highly dependent on factors such as venue, crowd size, students/children seated or circulating etc.

### **Safety/supervision**

- Students/children should be encouraged to wear clothing that identifies them as part of the group, eg school/preschool uniform — bright hats or shirts are helpful in large crowds

- Participants **must** know contingency plans for students/children who become separated from the group
- Meeting place should be established for the group to return to should they break into smaller groups or become separated.

## 7.2.2 Dinners, formals, graduations

Formals, presentations, dinners, graduations — includes off-campus functions.

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### Leadership team qualifications and experience

#### Teacher-in-charge / instructors:

- Experience in supervising students in out-of-school-hours situations

#### First Aid:

See 2.5.4.

### Leadership team member -to-student ratio

- 1:20
- Minimum of two leaders required

### Safety/supervision

Schools are discouraged from permitting activities involving the consumption of alcohol when students are present. Issues related to the consumption of alcohol by mature-age students and teachers must be resolved by the principal before the event. (See also 3.4.1 'Alcohol')

If a function will be held at licensed premises and adult students, partners or parents are attending, the matter of alcohol and appropriate behaviour standards **must** be clarified with all participants in advance.

Information to parents **must** include the following:

- times of start and finish
- dress standards
- who is required to attend
- illegality of the consumption of alcohol by minors in public
- issues related to consumption of alcohol by mature-age students (before, during and after the event), particularly with regard to driving.

Where alcohol is available and underage students are present:

- teachers **must**, at the commencement of the evening, restate rules relating to underage drinking
- teachers should be rostered on duty to supervise students not supervised by their parents
- where parents are available to supervise students, it is their responsibility to ensure that underage students do not drink alcohol.

### 7.2.3 Performances and public venues

Visits to DECS Outreach Education sites (Adelaide Festival Centre, Adelaide Law Courts, Art Gallery of SA, Migration Museum, National Aboriginal Cultural Institute – Tandanya, Parliament House, South Australian Maritime Museum, South Australian Museum) or other related public institutions such as museums or galleries; or attendance at cultural events and performances such as plays, opera, orchestra, concerts and movies.

Teachers should ensure when booking the program that the content and design is appropriate to the age level of their children/students.

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

- Experience in supervising students/children in 'out of –school' hours situations
- Familiarity with the schools/preschools student/child behaviour policy

##### Other Leaders:

If visiting a DECS Outreach Education site, book the program well in advance, clarify what activities students/children will be engaged in, check what supervision is required and inquire about what pre-visit activities may be available.

##### First Aid:

See 2.5.4.

##### Leadership team-to-student ratio

- 1:6 for Preschool–year 2
- 1:10 for years 3–7
- 1:15 for years 8–12
- Minimum of two leaders **required**
- Highly dependent on factors such as venue, crowd size, students/children seated or circulating and whether activities are conducted in small groups or as a whole group.
- Where an exhibition has an entrance fee, subject to negotiation supervisors may be admitted free based upon the ratios outlined above.

##### Safety/supervision

- Members of the leadership team on the excursion have a duty of care for all students for the duration of the excursion
- Students/children **must** have a clear understanding of audience behaviour requirements before the visit
- Leaders should be spread throughout the student/child group
- Programs should be booked well in advance to ensure a place and maximise opportunities for learning
- Minimise carrying of students'/children's bags to avoid storage and security problems.
- Students should understand that they are in a public space, that they will need to respect others and be aware of 'stranger danger'.

## 7.2.4 School socials

Generally taking the form of dances for upper primary and secondary students on the school site after hours.

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### Leadership team qualifications and experience

#### Teacher-in-charge / instructors:

Experience in supervising students in out-of-school-hours situations

#### First Aid:

See 2.5.4.

#### Leadership team-to-student ratio

- 1:20
- Minimum of two leaders required

#### Area/location

- Large, obstruction-free area.

#### Equipment/preparation

- Notification to parents to include:
- noise levels (**See OHS&W Manual**)
- security arrangements, eg locking perimeter doors to exclude gatecrashers
- drop-off and pick-up times, with clear information about responsibilities after function has finished.

#### Safety/supervision

- Monitor noise levels for possible hearing damage
- Take care with use of smoke and mist effects
- Avoid using strobe lights, which can trigger epilepsy attacks in sufferers
- Ensure sufficient teachers in attendance to deal with any incidents while others maintain supervision.

## 7.3 Field trips

***The safety/supervision section of each category is to be read in conjunction with the health and safety considerations described in 2.2 'Site Selection' and 2.3 'Contingency plans'. First aiders must ensure that their knowledge includes current recommended emergency treatment for snakebite.***

### 7.3.1 Aquatic areas

Investigation of creeks, streams, rivers, ponds, dams, estuaries, shores and beaches.

Preschools: This activity is not considered suitable

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

- Familiarity with the area of study and with knowledge of paths, routes, local conditions, tides etc
- Experience with supervising students/children in out-of-school/preschool situations.

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student/child ratio**

- 1:6 for Reception–year 2
- 1:10 for years 3-7
- 1:15 for years 8–12

Minimum of 2 leaders **required**

#### **Area/location**

Take particular care in any area near water.

#### **Equipment/preparation**

Sunscreen should be on hand for all participants. Care should be taken with individuals who may suffer allergies to some creams and lotions.

#### **Safety/supervision**

- To ensure the safety of students/children, smaller group sizes are an advantage
- Contingency plans and safety preparations should include the possibility of students/children falling into the water.

## **7.3.2 Geology and science field trips**

(Similar specifications could be developed for other subject field trips).

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructor:**

- Geology or science teacher qualification preferred
- Experience with supervising students in out-of-school situations and familiarity with the site

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:15 for years 11-12

- Minimum of 2 leaders **required**

#### **Area/location**

Carefully select the environment with reference to emergency action procedures.

#### **Equipment/preparation**

- Clothing suitable for likely weather conditions
- Sunscreens, sunglasses as necessary
- DEH consent in advance
- Landowner's permission obtained before entry to private land.

#### **Safety/supervision**

- Necessary safety measures **must** be taken, eg head and eye protection, use of correct geological hammers.
- Quarries, road-cuts and mine workings are dangerous places — when rock faces are climbed or hammered, insecure rocks may be disturbed, possibly causing accidents and injury.
- When visiting rock cuttings bordering roads, groups **must** observe the following:
  - no buses to stand on the road
  - students **must not** climb embankments
  - students **must not** extract material from any cutting unless the slope is less than 45° and the toe of the cutting is at least three metres clear of the travelled portion of the road.
  - **Do not** cause environmental damage — key exposures which yield particular information are likely to be needed for future research — examples and specimens **must not** be excavated if this destroys evidence available for future students.

### **7.3.3 Outside public venues – parks, gardens and zoos**

Visits to DECS Outreach Education sites (eg. Adelaide Botanic Gardens and Adelaide Zoo) and similar outdoor venues.

Teachers should ensure when booking the program that content is appropriate to the age level of their children/students.

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

- Experience in supervising students/children in out-of-school/preschool situations
- Familiarity with site

##### **First Aid:**

See 2.5.4.

##### **Leadership team-to-student/child ratio**

- 1:6 for Preschool–year 2
- 1:10 for years 3–7
- 1:15 for years 8–12

Minimum of 2 leaders **required**



### **Safety/supervision**

Teachers on the excursion have a duty of care for all students for the duration of the excursion.

Students/children **must** have a clear understanding of behavioural expectations and site specific guidelines before the visit.

Students should understand that they are in a public space and will need to respect others and be aware of 'stranger danger'.

Contact site management or education service to make bookings well in advance and seek advice on the educational support available (guided or self-guided).

Students/children should be encouraged to wear clothing which:

- is Sunsmart and offers protection from the weather
- is appropriate for the activity
- identifies them as part of the group.

### **7.3.4 State parks, national parks and bushland**

Includes conservation parks, game reserves, regional reserves, recreation parks. *(If the activity is a major walk, see 7.1 'Bushwalking' or 8.26 'Orienteering')*

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

- Experience in supervising students/children in out-of-school situations
- Familiarity with site, hiking trails etc

##### **First aid training:**

See 2.5.4.

##### **Leadership team -to-student/child ratio**

- 1:6 for Preschool–year 3
- 1:10 for years 3-7
- 1:15 for years 8-12
- Minimum of 2 leaders **required**

##### **Area/location**

- Carefully select the environment with reference to emergency action procedures.
- **Do not** conduct on extreme fire danger or total fire ban days (parks closed).

##### **Equipment/preparation**

- Clothing suitable for likely weather conditions
- Sunscreens, sunglasses as necessary
- Adequate food and fresh drinking water
- **Required** DEH consent to be obtained beforehand

### **Safety/supervision**

- Care **must** be taken to avoid environmental damage.
- Participants **must** understand what to do if snakes are encountered, ie allow to pass, don't provoke, don't panic, stay with group.

### **7.3.5 Outback driving expeditions**

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Training in four-wheel driving and maintenance — eg TAFE course — and therefore ability to repair a vehicle, especially to:

- safely change a tyre mend a puncture, particularly on a wheel with a split rim
- Possession of current driver's licence
- Ability to control cars in a convoy
- Competent to teach driving safety
- Ability to ensure minimum environmental impact

Skills in:

- leading groups
- driving four-wheel drive vehicles
- planning outback expeditions
- route-finding in outback Australia.

##### **Other leaders:**

Leadership team **must** include a person with mechanical knowledge.

##### **First Aid:**

See 2.5.4.

One suitably trained person per vehicle

##### **Leadership team -to-student ratio**

- 1:4
- Minimum of two vehicles and 2 leaders **required**

##### **Area/location**

- Carefully select the environment with reference to emergency action procedures.

##### **Equipment/preparation**

- Clothing suitable for likely weather conditions
- Sunscreens, sunglasses as necessary
- Codan radio link with Royal Flying Doctor Service
- CB radio communication (between first, middle and rear vehicles as a minimum)
- Consider use of global positioning system (GPS)
- Compass and reliable maps of appropriate scale

- Comprehensive tool kit including snatch strap, shovel, spare parts, tyre pump, inner tube repair kit etc
- Permits to cross Aboriginal lands, desert parks pass for national parks, consents to cross pastoral lease land and private roads.

### **Safety/supervision**

- Be prepared with knowledge of weather conditions and any expected changes
- Over-cater food supplies by a third of the time to be spent away, ie for a six-day expedition, provide food for eight days.
- Similarly, provide over-supply of fresh drinking water.
- Provide for spare fuel — be aware of fuel economy and increase in fuel consumption when engines are working under load.

## **7.4 Walking School Bus**

The walking school bus is an initiative where primary school children walk to school along a safe set route, accompanied by a minimum of two adults – one adult “driving” at the front of the bus, the other “conducting” at the rear. The walking bus picks up “passengers” along the way at designated bus stops.

This activity is not considered suitable for preschools

### **Leadership team qualifications and experience**

#### No teaching staff required:

All Walking School Bus volunteer adults must be registered and those volunteers walking with the children need to be fully inducted. The induction process for volunteering includes completion of training and a police clearance. Training and induction of volunteers is currently carried out by council staff and representatives from the Department for Transport, Energy and Infrastructure (DTEI).

In order to be covered by DTEI’s liability insurance, all adult volunteers must be registered and adult volunteers walking with the children need to be fully inducted.

#### First Aid

See 2.5.4

#### Leadership team to student ratio

Each Walking School Bus to have a minimum of 2 adults walking with up to eight children and an additional adult for each additional group of one to eight children.

A set of principles and operating guidelines has been developed by DTEI to make sure children and volunteers are safe at all times. Each school community is asked to endorse these guidelines as part of the process for establishing their own Walking School Bus program.

To establish a Walking School Bus Program or to obtain a copy of the Walking School Bus Volunteer Information Handbook contact DTEI on telephone 8226 8321.

## 8. SPORTING ACTIVITIES

*This section assumes awareness of the health and safety requirements described in the Physical Education section of the OHS&W Manual. Action on the following points, as relevant to a particular section, is required for safe practice for specific sports and recreational activities.*

- Before undertaking an activity, teachers, specialist instructors or other supervisors **must** give students/children clear, precise instructions.
- Careful consideration **must** be given to the suitability of certain activities for students/children of young age.
- If multiple events are occurring at the same time (eg on a sports day), care **must** be taken in the location of each event to eliminate the risk of participants in one event injuring those in another.
- Safe procedures for use, maintenance, hygiene and storage of equipment **must** be carefully adhered to.
- Correct equipment **must** be selected for all activities. Improvisations should be avoided — eg unpadded netball goals used as soccer goals — as they can create unnecessary hazards.

### **Other policies**

Activities and practices **must** also reflect the National Junior Sports Policy along with the Guidelines for the Development of Junior Sport in South Australia. These guidelines address specific issues related to sporting competitions.

### **Context for activities**

Organisers **must** consider the types of activities suitable for students/children of different ages and the appropriate time to introduce particular activities. The National Junior Sports Policy provides a developmental model that outlines a logical progression of experiences for young people.

**Many of the recreation and sport-specific activities listed in this section are not suitable for Preschool–Year 2 students**, since the main concern at their level should be free and guided play, which by its very nature is not sport-specific. Emphasis for Preschool–Year 2 should therefore be on:

- spontaneous play and movement
- coordination skills
- informal and minor games.

The overriding aim is for these very young students/children to enjoy themselves and learn basic physical skills. General movement and skill development remains vital for students from age eight, but it may be appropriate for them to experience a range of sport specific activities. When determining such experiences for years 3–7 students, organisers should consider modified forms of sports in terms of equipment and rules of play. These are specified by the relevant state sporting associations, which publish related guidelines. Activity organisers must ensure that scheduling of activities and instructor/supervisor qualifications and experience align with age-level requirements.

### **Unacceptably hazardous activities**

Some activities have not been included in this section because they are thought to be too hazardous or inappropriate for Preschool–Year 12 students/children, eg parachuting and bungy jumping.

***(See 1.6 ‘Exclusions’, which also deals with the review process for seeking to have such activities listed)***

### **Relationship of teaching qualifications to instructor/supervisor qualifications and experience**

These guidelines assume that, apart from specialist teachers of Health and Physical Education, all teachers will have completed a course in Physical Education or Health and Physical Education as part of their training, and will therefore be competent to instruct or supervise in many of the activities listed. In many instances the term ‘Teacher with (specific activity) experience’ is used to describe the recommended qualifications and experience of the teacher-in-charge.

- Other recommended qualifications and experience are indicated where appropriate.
- Coaching/supervisory qualifications are relevant to quality of instruction and to student/child safety.
- **For certain higher risk activities the minimum qualifications specified are mandatory. These qualifications are clearly marked as ‘required’.**

While supervisors will not generally need the same expertise and experience expected of a teacher-in-charge or an instructor, it is important that they have a sufficient level of competence and experience in a particular activity to actively support the supervision, instruction and safety of students/children, rather than increasing the burden on the teacher-in-charge/ instructor. **Where there are no particular qualifications or experience listed for ‘other leaders’ in a specific activity, this should be taken as the minimum.**

***One of a principal’s/preschool director’s key responsibilities is to ensure that teachers and other instructors or supervisors have the appropriate qualifications and experience to ensure the safe conduct of sporting and recreational activities.***

### **Leadership team-to-student/child ratios**

***These ratios refer to excursions. They are not intended to apply to lessons that form part of the in-school/preschool teaching program. These ratios are given as guidelines only (unless otherwise stated), since they depend on the following key factors, any of which could prompt an adjustment to the ratio:***

- age and developmental level of participants
- physical capabilities and experience
- disabilities, special medical conditions or other limitations, eg behavioural
- level of training and experience of leadership team members, ie teachers, specialist instructors and other supervisors
- level at which activity is being undertaken, ie competition or recreational
- availability of required quantities of well-maintained and functioning equipment of proper design (Australian Standards where applicable)
- terrain, water conditions etc
- prevailing and anticipated weather conditions
- access to support services such as first aid, medical or other emergency

- any other requirements of contingency plans.

**For certain higher risk activities, the specified minimum ratios are mandatory. These ratios are clearly marked as 'required'. Organised competitions, there may be circumstances in organised competitions where appropriate standards of student supervision and safety may be accommodated in different ways. (Refer to SASSSA and SAPSASA rules and guidelines)**

## **8.1 Archery**

Preschools: This activity is not considered suitable

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

Teacher with archery experience or:

- years 4–7: Orientation to Coaching (OTC) (formerly Level 0 coaching)
- years 8–12: Level 1 coaching or higher

#### **First Aid:**

See 2.5.4.

### **Leadership team-to-student ratio**

1:10

#### **Area/location**

***If school ovals are used for archery, take precautions to ensure the safety of others.***

- Open area
- Adequate target face
- Aim towards hill/embankment or safe area which is clearly marked to prevent others entering.

#### **Equipment/preparation**

- Check bows for cracks or stress marks
- Check strings for abrasion and wear
- Check arrows for secure feathers and cracks.

#### **Safety/supervision**

- Visible signal (eg red flags) placed to indicate the danger area
- Students remain behind shooting line
- They **must** shoot in one direction only
- Students spaced along firing line
- Bows should be strung 'around the hip'
- An arrow should only be cocked just prior to firing and strictly towards the target
- Cock feather should be in the correct position
- Bow should not be 'overdrawn'
- Equipment should be kept dry — bows should not be placed on the ground between use
- Students should wear arm protectors and finger tabs.

***Instructor/teacher commands 'shoot - stop - retrieve arrows' must be known and strictly adhered to.***

For further information refer to the Archery SA website at: <http://www.archerysa.org.au/>

## **8.2 Athletics**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

Teacher with athletics experience or:

- years 3–7: OTC (formerly Level 0 coaching)
- years 8–12: Level 1 coaching or higher

#### **First Aid:**

See 2.5.4.

#### **Leadership team -to-student ratio**

- 1:15 - with consideration given to the nature of the specific athletic activity and level of risk involved.

#### **Area/location**

- Flat, firm surface free of debris and obstructions etc.

#### **Equipment/preparation**

- Suitable footwear (track shoes, spikes).

#### **Safety/supervision**

- Cancellation of throwing and jumping events necessary in wet weather
- Special care to be taken in hot conditions, particularly in endurance events and activities (eg fluid replacement, rescheduling of events).

***Choice of activities and equipment must reflect age and ability of participants, eg students of primary age should not run more than 5km, and students of secondary age not more than 10km within a Physical Education setting.***

#### **Track events**

- Check condition of starting blocks
- Mark running areas clearly.

#### **Field events — throwing**

##### **General**

- Throwers correctly spaced
- Throwing in the same direction
- Implements thrown and retrieved on teacher/instructor command
- Throwing on order and when no-one is in line of flight

- Implements carried back to throwing point
- Correct method of carrying must be taught
- Keeping warm between throws.

### **Javelin**

- Appropriate size, weight of implement
- Suitable runway
- Carry vertically or drag by tail
- Walk only to collect and return with javelins — **do not run**
- Careful selection of site, roped off
- Sector clear
- Participants to the side and well away from runway.

### **Discus**

- Protective cage ideal, U-shaped (hockey goals are suitable)
- Appropriate size, weight of implement
- Return by carrying
- Careful site selection, roped off
- Participating students behind and well away from circle
- Sector clear.

### **Shot put**

- Careful site selection, roped off
- Return by carrying
- Not end to end
- Appropriate size and weight of implement
- Participating students behind and well away from circle
- Sector clear.

### **Hammer**

- Careful inspection of condition of implement
- Careful site selection
- U-shaped protective cage
- Sector lines extended a minimum of 60m
- Hammer carried back
- Participants behind and well away from circle
- Sector clear
- Appropriate size and weight of implement.

### **Field events — jumping**

#### **General**

- Keep warm between jumps
- Pits suitably prepared
- Suitable runways
- Size of pit well in excess of best jumper's longest jump.

#### **Long jump and triple jump**

- Run-up level, firm, wide and clearly marked
- Take-off board flush with ground, free of debris, painted with flat paint



- Take-off board(s) at appropriate distance(s) from pit
- Landing area large, soft and regularly dug over
- No obstructions, rake removed, safe surrounds.

### **High jump**

- Bar easily dislodged
- Foam or elastic bar for beginners
- Secure uprights, suitably spaced (recommended 4m)
- Mats should extend across width between uprights
- Supersoft mat recommended
- Multiple mats should be fastened
- Suitable surface for take-off
- Avoid jumping towards sun.

### **Pole vault**

- Adequate non-slip runway (recommended width 1.22m)
- Suitable binding (grip) on pole
- Distance between uprights recommended 4.3m
- Stable base of uprights
- Triangular cross bar inappropriate
- Substantial landing area (supersoft mats, fastened)
- Official positioned next to box to catch released pole.

### **Hurdles**

- Level non-slip surface
- Placement of hurdles in correct direction only
- Suitable spacing, height.

### **Cross country running/long distance running**

- Pre-competition training necessary
- Course clearly marked — aim for minimum hazards, eg traffic, obstacles
- Consideration for the safety of members of the public
- Officials stationed around course, particularly at potentially hazardous points
- Students briefed on emergency procedures — eg if lost or injured

Regular fluid replacement:

- two cups (200–300mls) 45 minutes before event
- one cup (100–200mls) every 15 minutes during event
- Runners should drink more than they are thirsty for after the event
- Light-coloured, light-weight and airy clothing.

For further information refer to the Athletics SA website at: <http://www.athleticssa.org/>

## **8.3 Australian football**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

Teacher with Australian football experience or:

- years 3–5: OTC (formerly Level 0 coaching)
- years 6–9: OTC (formerly Level 0 coaching) satisfactory, Level 1 preferred
- years 10–12: Level 1 coaching or higher

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

1:20.

**Area/location**

- Flat, debris-free surface
- Goal posts well padded.

**Equipment/preparation**

- Personal mouthguards, head guard and shin pads (optional)
- Suitable football boots
- Avoid over-inflated or water-logged balls
- Balls of appropriate size.

**Safety/supervision**

- Contact minimal
- Modification where appropriate, eg 'Aussie footy'.

For further information refer to the South Australian National Football League website at:

<http://www.sanfl.com.au>.

## **8.4 Badminton**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

Teacher with badminton experience or:

- years 3–7: OTC (formerly Level 0 coaching)
- years 8–12: Level 1 coaching

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

1:15.

**Area/location**

- Suitable non-slip floor

- Adequate run-off area and space between courts.

#### **Equipment/preparation**

- Good gripping footwear essential
- Avoid using vinyl-grip racquets (small grip size).

#### **Safety/supervision**

- Clear floor of shuttles during practice
- Place left-handers in positions not dangerous to other players.

For further information refer to the Badminton SA website at:  
<http://www.badminton.sa.org.au/>

## **8.5 Baseball/softball/teeball**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Teacher with baseball/softball experience or:

- years 3–7: Level 0 coaching Australian Baseball Federation (ABF) or Softball Australia (SA)
- years 8–12: Level 1 ABF or SA coaching

##### **First Aid:**

See 2.5.4.

#### **Leadership team -to-student ratio**

1:15.

#### **Area/location**

- Appropriate placement of diamonds
- Protective backstop recommended
- Safe sliding areas around bases.

#### **Equipment/preparation**

- Protective equipment for catcher: chest guard, abdomen guard, leg guards, helmet, face mask with ear-wing extensions and neck guard
- Batting helmets for batters and base runners
- Abdomen protectors recommended for fielders
- All protective equipment properly maintained and adjusted, available in sizes to ensure proper fit
- Bases and plates safely secured
- Safety first-base recommended
- Suitably sized bats with non-slip grips, hand grips and plugged ends secure
- Bats dropped by batters safely away from other participants before running
- Suitable footwear

- Suitably sized gloves with careful attention to maintenance.

#### **Safety/supervision**

- Batting team well clear of diamond
- Area around striker kept clear of others for a safe radius.

For further information refer to the Baseball SA website at:  
<http://www.sa.baseball.com.au/> or Softball SA website at: <http://www.sa.softball.org.au/>

## **8.6 Basketball**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Teacher with basketball experience or:

- years 3–5 (8-11): Level 0 coaching
- years 6–9 (12 – 15): Level 1 coaching
- years 10–12 (16 – 18) : Level 1 coaching

##### **First Aid:**

See 2.5.4.

##### **Leadership team -to-student ratio**

1:15.

##### **Area/location**

- Suitable non-slip surface
- Good lighting
- Adequate run-off area surrounding court.

##### **Equipment/preparation**

- Broken rings, nets etc replaced
- Suitable footwear to be worn
- Avoid placement of backboards against walls
- No swinging on rings
- Appropriate size balls, ring height
- Padded goal posts if necessary.

##### **Safety/supervision**

- Avoid wearing jewellery
- Ensure fingernails are of an appropriate length

For further information refer to the Basketball SA website at:  
<http://www.basketballsa.com.au/>.

## 8.7 Boating/sailing

Preschools: These activities are not considered suitable

**See also 4.5 'Water transport' and 8.15.2 'Boat fishing'. The Department for Transport, Energy and Infrastructure's (DTEI) Boating Safety Handbook provides comprehensive safety information, including an operational waters chart. Instructor qualifications must be current and applicable to the type of craft used.**

### 8.7.1 Sailboards

Preschools: This activity is not considered suitable

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

Yachting Australia (YA) Basic Skills Windsurfing Instructor Certificate or higher required

##### Other leaders:

- Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions
- The rescue boat driver **must** hold a Recreational Boat Operator's Licence

##### First Aid:

Senior first aid training **required**

See 2.5.4.

##### Instructor-to-student ratio

1:6 **required** (sheltered waters, winds to moderate).

##### Area/location

Carefully select the environment with reference to emergency action procedures.

##### Equipment/preparation

- PFD Type 1 (AS 1512—1996) or Type 2 (AS 1499—1996) **must** be worn while on the water
- Helmets recommended in some conditions, eg speed or wave.

##### Safety/supervision

- Enclosed waters: rescue boat on stand-by to respond within five minutes
- Open waters: rescue boat afloat in vicinity for immediate response
- Rescue-boat-to-shore communication recommended.

### 8.7.2 Small sailing Boats, catamarans, trailable yacht sailing

Preschools: This activity is not considered suitable

#### Leadership team qualifications and experience

**Teacher-in-charge / instructors:**

YA Basic Skills Instructor's Certificate (small boat sailing) **required and** for powered boats, skipper **must** hold a Recreational Boat Operator's Licence.

**Other leaders:**

- Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions
- Rescue boat driver **must** hold a Recreational Boat Operator's Licence.

**First Aid:**

Senior first aid training **required**

See 2.5.4.

**Instructor -to-student ratio**

1:6 **required**

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- PFD Type 1 (AS 1512—1996) or Type 2 (AS 1499—1996) **must** be worn by each person on board
- Helmets recommended.

**Safety/supervision**

- Boats seaworthy and well maintained
- Boat-to-shore communication recommended
- A powered support craft is recommended for dinghies
- In areas where motor boats are disallowed, each boat **must** have a qualified instructor aboard.

For further information refer to the Yachting SA website at:

<http://www.sa.yachting.org.au/>

### 8.7.3 Keel boats

Preschools: This activity is not considered suitable

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

At least 100 hours' instruction in a variety of weather conditions **required and**:

**Day sailing (Inshore):**

- YA Inshore Instructor Certificate **required**, plus one other competent sailor.
- for powered boats, skipper **must** hold a Recreational Boat Operator's Licence

**Inshore sail cruises and expeditions:**

- YA Inshore Instructor Certificate **required**, plus one other competent sailor
- for powered boats, skipper **must** hold a Recreational Boat Operator's Licence

**Offshore sail cruises and expeditions:**

- YA Yachtmaster Offshore Certificate **required**, plus one other competent sailor.
- for powered boats, skipper **must** hold a Recreational Boat Operator's Licence

**Coastal sail cruises and expeditions:**

- YA Coastal Skipper Certificate **required**, plus one other competent sailor.
- for powered boats, skipper **must** hold a Recreational Boat Operator's Licence

**Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

**First Aid:**

Senior first aid training **required**  
See 2.5.4.

**Instructor-to-student ratio**

- 1:5 **required**
- One qualified skipper and mate per boat **required**

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

PFD Type 1 (AS 1512—1996) or Type 2 (AS 1499—1996) **must** be worn by each person on board.

**Safety/supervision**

- Boats seaworthy and well maintained
- Certificate of Survey recommended
- Boat-to-shore communication recommended
- At night and in rough seas, PFDs and safety harness **must** be worn on deck

Participants **must** be instructed in safety procedures including:

- person overboard recovery
- capsize
- abandon ship
- fire drill.

## 8.7.4 Large vessels and sail training

Preschools: This activity is not considered suitable

Includes extended voyages on ketches, barques and large yachts. Sail training voyages are restricted to students 15 years and older.

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

As **required** by the vessel's Certificate of Survey or Master Class Four

**Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

Students sailing as passengers:

- 1:6 for years 1–4 **required**
- 1:8 for years 5–7 **required**
- 1:10 for years 8–12 **required**.

Students participating in sail training:

- 1:10 **required** (15 years or older).

**Safety/supervision**

- Vessel **must** have Certificate of Survey and public liability insurance
- Professional crew **must** be qualified
- Where students may go aloft, year 1–4 students **must** be accompanied by an adult on a 1:1 basis
- **Only** students 15 years or older on sail training to work aloft where programmed.

### 8.7.5 Motor boats

Preschools: This activity is not considered suitable

Generally boating in motorised pleasure craft should be conducted on sheltered waters only — includes inland and inshore smooth waters, eg River Murray, Robe Lakes, Lake Bonney, and partially smooth waters, eg Lake Alexandrina, Tumby Bay, Wallaroo Bay.

*(See also 4.5 'Water transport' and 8.15.2 'Boat fishing'. The Department for Transport, Energy and Infrastructure's (DTEI) Boating Safety Handbook can provide comprehensive safety information, including an operational waters chart.)*

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

- Knowledge of local conditions
- Recreational Boat Operator's Licence **required**
- Operators of watercraft for hire or reward are **required** to hold a minimum qualification of a Coxswain's Certificate. (This is a desirable qualification for operators of private craft used during camps and excursions.)

**Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions.

**First Aid:**



Senior First Aid required  
See 2.5.4

**Staff-to-student supervision ratio**

1:6 **required**

**Area/location**

Sheltered waters only.

**Equipment/preparation**

- Suitable clothing for conditions and contingency, eg capsizes
- A PFD **must** be available for each participant, conforming to AS 1512— 1996 (Type 1) or AS 1499—1996 (Type 2)
- Recreational boats venturing more than 5 nautical miles from shore in Gulf St Vincent or Spencer Gulf, or more than 3 nautical miles from the shore in other State waters, except Lakes Alexandrina and Albert **must** carry an emergency position-indicating radio beacon (EPIRB)
- VHF radio contact/sea phone is recommended
- School contact person/Coast Guard **must** be advised of destination, ETAs
- Essential to study and act on weather reports.

**Safety/supervision**

- The Harbors and Navigation Act 1993 **requires** watercraft operating for hire or reward in the carriage of passengers to have a current Certificate of Survey
- Newer boats will be fitted with a capacity plate indicating maximum number of people the boat can carry — overloading **must not** occur
- Boats **must** be of suitable design for the activity and local conditions
- Motors **must** be in good working order and well maintained
- PFDs **must** be worn while boat is on the water.

## **8.8 Bowling**

### **8.8.1 Lawn bowls**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

- Teacher or other person with lawn bowls experience
- Years 8–12: Level 1 coaching desirable
- Bowls SA has approximately 30 volunteer coaches trained in the delivery of school clinics and recommends that coaching is arranged through Bowls SA.

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

1:15.

**Area/location**

- Recognised bowling green preferable
- Green surrounded by shallow ditch and concrete plinth approximately 300mm high.
- Hard Court Bowls are now available which may be used in gyms and halls.

**Equipment/preparation**

- Bowls should be as near as possible to appropriate size for students
- Flat-soled shoes, sneakers acceptable.

**Safety/supervision**

- Take care when stepping across ditch
- Beware of stepping backwards on bowls behind mat
- Do not bowl while other players are moving on the green.
- Take care when stopping bowls with feet.

For further information refer to the Bowls SA website at: <http://www.bowls-sa.asn.au/>

## **8.8.2 Tenpin bowling**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

Tenpin bowling experience

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

1:15.

**Area/location**

Bowling centre.

**Equipment/preparation**

Balls of correct finger size and weight. Balls are available for use at any bowling centre and bowling centre staff should be able to assist in guiding the instructors / teacher in charge of how to select an appropriate ball.

For further information refer to the Ten Pin Bowling SA website at <http://www.tenpin.org.au/SA/>

## **8.9 Canoeing/kayaking**

***Instructor qualifications must be current and applicable to the type of craft being used.***

Preschools: These activities are not considered suitable

### 8.9.1 Sheltered waters

Basic skills instruction on sheltered waters and at DECS aquatic centres.  
For this document, sheltered waters means calm conditions and ready access to shore.  
Preschools: This activity is not considered suitable

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

Australian Canoeing (AC) Canoe/Kayak Lifeguard Award or equivalent qualification **required**

##### Other leaders:

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

##### First Aid:

See 2.5.4.

##### Leadership team -to-student ratio

- 1:6 for singles **required**
- 1:7 for doubles **required** (allowing for instructor in 1 boat)

##### Area/location

Carefully select the environment with reference to emergency action procedures.

##### Equipment/preparation

- Suitable protective clothing for the range of weather conditions
- Sunscreen creams/lotions
- Sunglasses to avoid excessive glare
- PFD Type 2 (AS 1499—1996) or Type 3 (AS 2260—1996) **must** be available for each participant.

##### Safety/supervision

- PFDs **must** be worn whenever craft is on the water
- Instructors should not use any kayaks or canoes they cannot rescue
- **Must** adhere to AC safety code: eg end loops, positive buoyancy, quality and soundness of construction, non-entrapment footrests.

### 8.9.2 Inland protected waters

Years 6–12 only. Expeditioning on protected waters (Grade 1 water) — eg Murray River and its branches, Glenelg River — with access to shore.

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

AC Flatwater Instructor (Level 1) award or equivalent qualification required.

**Other Leaders:**

For expeditioning, another leader with considerable touring experience, capable of taking charge of the group **required**. It is desirable for this person to be working towards AC Flatwater Instructor (Level 2) award. Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions.

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:7 **required**
- Minimum of two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- Suitable protective clothing for the range of weather conditions
- Sunscreen creams/lotions
- Sunglasses to avoid excessive glare
- PFD Type 2 (AS 1499—1996) or Type 3 (AS 2260—1996) **must** be available each participant.

**Safety/supervision**

- PFDs **must** be worn whenever craft is on the water.
- Instructors should not use any kayaks or canoes they cannot rescue.
- **Must** adhere to ACF safety code: eg end loops, positive buoyancy, quality and soundness of construction, non-entrapment footrests.
- Portable communications recommended, eg radio, mobile phone.

### 8.9.3 Inland exposed waters

Years 10–12 only. Expeditioning on large bodies of inland exposed waters, eg Murray Lakes, Coorong.

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

One of the following AC Awards or equivalent qualification **required**:

- Sea Kayak Instructor (Level 2)
- Whitewater Instructor (Level 2)
- Flatwater Instructor (Level 1) plus Sea Kayak Skills.

**Other leaders:**

For expeditioning, another leader with considerable touring experience, capable of taking charge of the group is **required**. It is desirable for this person to be working towards one of the above canoeing awards.

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:6 for singles **required**
- 1:7 for doubles **required**
- Minimum of two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- Suitable protective clothing for the range of weather conditions
- Sunscreen creams/lotions
- Sunglasses to avoid excessive glare
- PFD Type 2 (AS 1499—1996) or Type 3 (AS 2260—1996) for each participant.

**Safety/supervision**

- PFDs **must** be worn whenever craft is on the water.
- Instructors should not use any kayaks or canoes they cannot rescue.
- Adhere to AC safety code: eg end loops, positive buoyancy, quality and soundness of construction, non-entrapment footrests.
- Portable communications recommended, eg radio, mobile phone.

## **8.9.4 Sea, surf and whitewater kayaking**

Years 11–12 only. Includes expeditioning on offshore waters, surf kayaking and whitewater kayaking on rivers.

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

**Sea kayaking:**

AC Sea Kayak Instructor (Level 2) Award or equivalent qualification **required**.

**Surf kayaking:**

AC Sea Kayak Instructor (Level 2) Award or equivalent qualification plus mastery of more difficult surf **required**.

**Whitewater kayaking:**

AC Whitewater Instructor (Level 2) Award or equivalent qualification **required**

**Other leaders:**

All leaders with responsibility for supervising students on the water **must** have the above qualifications.

**First Aid:**

See 2.5.4.

**Instructor-to-student ratio**

- 1:5 **required** (but may need to be higher depending on the grade of water)
- Minimum of two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- Suitable protective clothing for the range of weather conditions
- Sunscreen creams/lotions
- Sunglasses to avoid excessive glare
- PFD Type 2 (AS 1499—1996) or Type 3 (AS 2260—1996) **must** be available for each participant.

**Safety/supervision**

- PFDs **must** be worn whenever craft is on the water
- Instructors **must** not use any kayaks or canoes they cannot rescue
- **Must** adhere to AC safety code: eg end loops, positive buoyancy, quality and soundness of construction, non-entrapment footrests
- Portable communications recommended eg radio, mobile phone
- Helmets **must** be worn for whitewater and surf kayaking.
- The Australian Canoeing Safety Guidelines are available at:  
<http://www.canoe.org.au/>

For further information refer to the Canoe SA website at <http://www.sa.canoe.org.au/>

## **8.10 Caving**

This section refers to the activity of experiencing caves other than public access caves, eg National Parks.

Preschools: This activity is not considered suitable

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

Experience and competence in Caving Caving Leadership as described in the South Australian Adventure Activity Standard for Recreational Caving (2006) for the type of caving planned **required**. **Must** be conversant with the Australian Speleological Federation Codes of Ethics and Conservation (1992), Minimal Impact Caving Code (1995) and Cave Safety Guidelines (1990)

- Previous visit to the cave being explored and experience in cave rescue techniques **required**.

**First Aid:**

See 2.5.4.

### **Leadership team-to-student ratio**

- 1:4 **required** (minimum party size 4)
- Two leaders **required**
- Maximum party size of 12 **required**.

### **Area/location**

- Carefully select the cave with reference to emergency action procedures.

For further information on suitability of activity at a specific site contact:

- Australian Speleological Federation, *National Caving Codes and Standards* website: <http://www.caves.org.au>.
- Caving Exploration Group of South Australia (CEGSA) for a selection of suitable caves and current advice on caving conditions access: <http://www.cegsa.org.au/> website: <http://www.cegsa.org.au/>
- [Recreation SA](http://www.recreationsa.org), Adventure Activity Standards in Recreational Caving: <http://www.recreationsa.org>.

### **Equipment/preparation**

- Suitable footwear and protective clothing
- There **must** be adequate supplies of fresh drinking water.

### **Safety/supervision**

- Participants **must** wear safety helmets and carry two light sources
- Ropes and ladders to be approved and in good condition
- Participants to help each other on ladders
- A first experience on a caving ladder should be on a pitch of 10m or less
- Advice on current conditions and any hazards present in chosen caves should be sought from the Caving Exploration Group of South Australia (CEGSA) or the South Australian Speleological Council.

## **8.11 Cricket**

Includes kanga cricket, modified rules and indoor cricket.

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructor:**

Teacher with cricket experience or:

- years 3–5: OTC (formerly Level 0 coaching)
- years 6–9: OTC (formerly Level 0 coaching) satisfactory, Level 1 preferred
- years 10–12: Level 1 coaching

#### **First Aid:**

See 2.5.4.

### **Leadership team -to-student ratio**

- 1:15.

**Area/location**

- Nets: locations, design and maintenance of netting and pitches appropriate for safe use
- Playing field: pitch and grassed surfaces suitably maintained.

**Equipment/preparation**

- Suitable protective equipment provided for batters and wicket keeper, including pads, abdominal guard, batting gloves, batting helmet with face mask, wicket-keeping gloves (with inners) in a range of sizes to ensure suitable fit
- Wooden stumps **must not** have metal ferrules or tips
- Bats in good condition and of suitable size for students
- Suitable footwear.

**Safety/supervision**

- Players should not be allowed to bat, field within 10 metres of the bat or wicket-keep up to the stumps, during a match or at practice where a hard ball is being used, without wearing a cricket helmet (AS/NZS 4499 – 1997) with a face guard.
- Nets: do not bowl until the net is clear and the batter is ready
- No fielding in the nets
- Close in-fielding only according to students' competence (protective equipment must be worn)
- Rule modifications as appropriate, eg kanga cricket

For further information refer to the SA Cricket Association website at <http://www.saca.com.au/>.

## **8.12 Cycling**

### **8.12.1 Cycling education programs**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

Teacher with cycling experience or:

Bicycle South Australia (SA) accredited instructor or Cycling SA accredited coach

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

1:5, on-road instruction, two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.



**Equipment/preparation**

- Roadworthy bicycles (check brakes, tyres, bell)
- Safety helmets to AS 2063.2—1990 ‘Helmets for pedal cyclists’
- Sound shoes (no sandals) and suitable clothing.

**Safety/supervision**

Bicycle safety education sessions should have been conducted in advance, eg ‘Bike Ed’ (primary) or ‘Cycle-On’ (secondary) programs.

**8.12.2 Day trips, cyclethons, extended tours**

Preschools: This activity is not considered suitable

**Leadership team qualifications and experience****Teacher-in-charge / instructor:**

Teacher with extensive experience in cycling trips/tours or Bicycle SA accredited instructor or Cycling SA coach.

Extended tours:

- Bicycle SA maintenance course certificate desirable.

**Other leaders:**

‘Tail-end Charlie’ to be experienced cyclist.

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1:5
- Two leaders **required**.

**Area/location**

Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- Roadworthy bicycles (check brakes, tyres, bell)
- Safety helmets to AS 2063.2—1990 ‘Helmets for pedal cyclists’
- Safety vests to be worn, reflective desirable
- Sound shoes (no sandals) and suitable clothing.

**Safety/supervision**

- Bicycle safety education sessions should have been conducted in advance, eg ‘Bike Ed’ (primary) or ‘Cycle-On’ (secondary) programs.

**Cyclethons** — as above, plus:

- during school hours only
- participants to be competent on bicycles
- notify police and the local council of event, route and number of participants
- group students by abilities and bike types

- station marshals along route as necessary
- supply support vehicle if travelling more than 10km from school.

### **8.12.3 Off-road cycling**

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Teacher or other person with experience in off-road cycling

##### **Other leaders:**

Bicycle SA members may be available to assist.

##### **First Aid:**

See 2.5.4.

#### **Leadership team to-student ratio**

- 1:8
- Two leaders **required**.

#### **Area/location**

- Carefully select the environment with reference to emergency action procedures
- As off-road cycling can damage fragile natural environments, pre-check routes with DEH or local councils.

#### **Equipment/preparation**

- All-terrain bicycle
- Safety helmets to AS 2063.2—1990 ‘Helmets for pedal cyclists’
- Sound shoes (no sandals) and suitable clothing
- Rear vision mirror on leaders’ bicycles
- Reflective day/night vests and bright clothing
- Suitable lights and reflectors
- Individuals to carry puncture repair kit, spare tubes, snacks and drinks
- Leader to carry tool kit and first aid kit.

#### **Safety/supervision**

- Bicycle safety education sessions should have been conducted in advance, eg ‘Bike Ed’ (primary) or ‘Cycle-On’ (secondary) programs
- Leaders need to exercise particular care if students under nine years use public roads as part of the tour
- Bicycle roadworthiness checked first by parents, students to take checklist home
- Bicycles to have front and rear brakes
- Route mapped and copy given to parents and school contact person.
- Support vehicle for remote areas or if travelling more than 10km from school.

For further information refer to the Bike SA website at:

<http://www.bikesa.asn.au/>

## 8.13 Diving

Preschools: These activities are not considered suitable

### 8.13.1 Platform/springboard

Preschools: This activity is not considered suitable

#### Leadership team qualifications and experience

##### Teacher-in-charge / Instructors:

**Must** have a diving qualification and be capable of effecting a rescue from the bottom of the pool.

- Years 5–7: OTC (formerly Level 0 coaching)
- Years 8–12: Level 1 coaching

##### First Aid:

See 2.5.4.

#### Leadership team-to-student ratio

- 1:6 **required**
- Two leaders **required**.

#### Area/location

To be conducted at centres approved by the DECS Swimming and Aquatics Unit.

- General swimming **must** be prohibited in the diving area
- Floating equipment, eg kickboards, should be removed from pool
- Lighting and visibility of bottom of pool **must** be good
- Depth of water in the diving area should be plainly marked and visible
- Diving area should be suitably roped off when boards are in use
- Three metre diving standards and platforms should have adequate safety rails
- The diving standard should be firm and boards securely fastened
- Boards should extend a safe distance over the side of the pool, at least 1.5m
- All safety precautions associated with pools and current water quality regulations **must** be met.

#### Equipment/preparation

- Ensure equipment is safe — boards should not be slippery
- A spinal board must be located close to the diving pool.

#### Safety/supervision

- Exhale through nose on feet-first entries
- Never 'rough-house' on the board — this includes running and pushing
- Only one person should use the boards at a time
- Never try double or triple bouncing off the board
- Do not hang from the board
- Never dive in less than 2.4m of water
- Untrained divers require a greater area for landing than trained divers.

For further information refer to the Diving SA website at: <http://www.divingsa.com.au/>

### 8.13.2 Snorkelling

Preschools: This activity is not considered suitable

#### Leadership team qualifications and experience

##### Instructors:

##### Start pool

Austswim **required minimum** or similar qualification (see Open water) plus Level 0 snorkel instructor.

##### Open water

One of the following **required**:

- Level 1 snorkel instructor
- Scuba Instructor's Certificate.

In addition recommended:

- years 5–7: OTC (formerly Level 0 coaching)
- years 8–12: Level 1 coaching
- Leader **must** be able to effect rescue from the bottom

##### **First Aid:**

Senior First Aid required

See 2.5.4.

##### **Instructor-to-student ratios**

Start pool: - recommended

- 1:12 for years 3–7
- 1:15 for years 8–12
- 1:6–1:1 for students with disabilities, depending on severity

Open water: - **required**

- 1:10 for years 3–7
- 1:12 for years 8–12
- 1:4–1:1 for students with disabilities, depending on severity
- 1:6 in confined water (freshwater sink holes and springs). **Years 10-12 only**

It is recommended that students under eight years of age should not snorkel due to the risk of breathing expired air through the snorkel.

##### **Area/location**

Sheltered waters only.

##### **Safety/supervision**

- Participants should be proficient swimmers

- Leader with first aid qualifications or knowledge and capable of rescue should observe from the edge of the start pool.

Open water:

- Teacher-in-charge / instructor to assess conditions eg weather, tides, rips, visibility and clearly define area to be used and standard of conduct
- \*Wetsuit **must** be worn, full-length with hood for confined water
- Do not wear weight belts
- Observer able to rescue should observe in close proximity, possibly on a surfboard
- 'Diver below' flags to be used.

### 8.13.3 Scuba diving

Only available to students 14 years and over.

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

**Must** have the following scuba diving qualification or equivalent:

- National accredited coach Level 2 of the Australian Underwater Federation — Level 1 instructors **must** be supervised by Level 2 instructors First Aid: Senior First Aid or Advanced Rescue Certificate and Oxygen First Aid for Divers **required**.

##### Leadership team to-student ratio

1:6 **required**.

##### Area/location

Carefully select the environment with reference to emergency action procedures.

##### Safety/supervision

Prior to acceptance in the course participants **must**:

- be 14 years or over
- be certified medically fit for diving (within 90 days of commencement of course)

demonstrate the following without the aid of mask, fins and snorkel:

- float or tread water for 10 minutes
- swim 200 metres on the surface.

Course guidelines:

- Wear properly fitting wetsuit and hood
- Wear buoyancy control device (jacket)
- Scuba systems **must** be fitted with an alternative air supply
- One dive should be included in the basic training program
- Basic instruction should include a scuba rescue, expired air resuscitation and cardiopulmonary resuscitation (CPR)
- After basic training, participants to limit their dives to 18 metres or less
- Participants should be trained to complete a basic scuba course
- Diving involving decompression should not be attempted
- Discourage repetitive diving — limit a second dive to 9 metres

- Immediately refer medical problems to Divers Emergency Service telephone 1800 088 200.

## **8.14 Fencing**

Preschools: This activity is not considered suitable

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

**Must** have a specialist fencing qualification or:

- years 8–9: Level 1 coaching
- years 10–12: Level 1 coaching, Level 2 coaching preferred

#### **First Aid:**

See 2.5.4.

#### **Instructor-to-student ratio**

1:16.

#### **Area/location**

- Indoors, large, well-lit area
- Obstruction-free.

#### **Equipment/preparation**

- Mask, jacket, glove, plastron breast protectors worn at all times, must be in good repair and securely fastened. Equipment will be provided by instructor.
- Pupils must wear sports shoes and long pants.

#### **Safety/supervision**

- Point foil toward floor when not fencing
- Do not turn back when fencing
- Appropriate spacing when working in groups.

For further information refer to the Fencing SA website at:

<http://www.fencingsa.org.au>.

## **8.15 Fishing**

Preschools: These activities are not considered suitable

### **8.15.1 Shore or jetty**

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

- Experience in fishing and knowledge of the area

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1:10 (shore and jetty with rails)
- 1:5 (jetty without rails)
- Minimum of 2 leaders **required**

(Not generally considered suitable for Middle and Junior Primary students.)

**Area/location**

- Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- Clothing suitable for likely weather conditions
- Sunscreens, sunglasses as necessary
- PFD should be available nearby.

**Safety/supervision**

- Be prepared with knowledge of weather conditions and any expected changes.

## 8.15.2 Boat fishing

Preschools: This activity is not considered suitable

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

- Experience in boat fishing
- Extensive knowledge of local area and conditions
- For powered boats, skipper **must** hold a Recreational Boat Operator's Licence

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:6
- Minimum of two leaders **required**

*(See 4.5 'Water transport' and 8.7.5 'Motor boats' for details of area/location, equipment/preparation and safety/supervision considerations.)*

For further information refer to the Fish SA website at:

<http://www.fishsa.com/>

## 8.16 Gliding

### 8.16.1 Fixed wing gliding

Preschools: This activity is not considered suitable

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

Gliding Federation of Australia (GFA) Instructor's Authorisation **required** for in-glider instruction — **must be** endorsed to carry passenger if leaders are offering introductory flying experience to students

##### Other leaders:

- Another leader **must** be familiar with GFA-endorsed ground handling and launching procedures and safety arrangements

##### First Aid:

See 2.5.4.

#### Leadership team-to-student ratio

- 1:1 in flight **required**
- 1:8 on ground **required**.

#### Area/location

- Airfield of a gliding club affiliated with GFA should be used.

#### Equipment/preparation

- Gliders **must** be rated with Certificate of Airworthiness and be maintained to GFA standards.

#### Safety/supervision

- Students on ground **must** be under supervision
- Leaders and participants on a gliding field **must** be briefed on:
  - layout of gliding field
  - movement patterns of gliders, tugs, powered towing aircraft on ground and in the air
  - movement procedures for vehicles and pedestrians
  - need to keep a good lookout at all times
  - in-flight safety arrangements.

For further information refer to the Gliding Federation of Australia website at:

<http://www.gfa.org.au>.

### 8.16.2 Hang gliding

Available to students 15 years and over.

#### Leadership team qualifications and experience

##### Teacher-in-charge / instructors:

- Level 1 coach's certificate from Hang Gliding Federation of Australia (HGFA) **required**.



**Leadership team-to-student ratio**

- 1:6 **required**
- Minimum of two leaders **required** one at take-off site and one at landing site.

**First Aid:**

See 2.5.4.

**Area/location**

- Carefully select the site with reference to emergency action procedures.

**Equipment/preparation**

- Gliders **must** be rated to HGFA standards.

**Safety/supervision**

- South Australian Hang Gliding Association to collaborate in planning program **required**
- Helmets, protective clothing and robust footwear **required**.

For further information refer to the South Australian Hang Gliding Association website at:  
<http://www.hgfa.asn.au/~sahga/>

## **8.17 Golf**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Instructor/Teacher-in-charge qualifications and experience****Teacher-in-charge / instructors:**

Teacher or other person with golfing experience

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:15

**Area/location**

***If school ovals are used for golf, take precautions to ensure the safety of others***

- Open grassed area of suitable size ie. par 3 links golf course.

**Equipment/preparation**

- Driving nets of appropriate quality/size
- Good quality grips on clubs
- Gloves.

**Safety/supervision**

- In massed drills, hitting, returning only on command
- Hitting only in one direction
- Spacing of groups
- On golf courses: local rules, regulations and etiquette apply.

For further information refer to the SA Golf Association website at:  
<http://www.saga.asn.au/>

## **8.18 Gymnastics**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

Teacher with gymnastics experience specific to the apparatus to be used or:

- Preschool -year 2: Level 1 coaching
- year 3–12: Level 1 coaching

#### **First Aid:**

See 2.5.4.

### **Leadership team-to-student ratio**

- 1:15, highly dependent on the activity and apparatus to be used.

### **Area/location**

- Avoid slippery or rough outdoor areas, cracks, holes
- Indoors, avoid protrusions, obstacles, rails, wall attachments, other apparatus, trolleys etc
- Equipment not in use should be stored off the gym floor.

### **Equipment/preparation**

- Should be suitably modified in height and configuration to suit students/children.

### **Mats**

General purpose tumbling mats (200cm x 100cm x 5cm) covered in vinyl, with velcro fastening edges. At least one layer of these mats should be used for the following activities:

- rolls (two layers for dive rolls)
- inverted skills (eg handstands)
- all landings from height
- repeated springing activities such as successive jumps
- all falling skills
- under all equipment, including balance beam.

Large landing mat (super soft) 30cm x 200cm x 300cm recommended for:

- mini-trampoline skills
- box/mini-trampoline skills
- making an incline.
- Large landing mats reduce but do not eliminate the possibility of injury upon landing; never use against a wall, and place the mesh down.

### **Mini-trampoline – must be used under supervision only**

- Frame and springs completely covered by well-secured pads

- Large landing mat to be used
- Mini-trampoline should slope toward the landing mat
- Short run-up, less than 5m, should be used in all classes or jump from a box to the mini-trampoline and avoid running.
- Equipment checked regularly.

#### **Safety/supervision**

- Skills should be broken down using the Dominant Movement Pattern theory and participants need to prepare physically before proceeding with a skill
- Close leader supervision necessary
- Leaders should be aware of appropriate 'spotting' techniques
- Long hair should be tied, not pinned
- All rotations to be performed over mats
- Suitable footwear to be worn
- No aerial rotations should be permitted eg somersaults
- Particular caution should be exercised with:
  - activities involving deep knee bends, complete neck rotations, arching of back
  - excessive supporting on wrists — note that supporting on a flat surface (mat or floor) puts greater strain on wrists than supporting on a bar.

***Equipment should be regularly checked for safety. The lifting and handling of large items of gymnastic equipment should only be undertaken with care and awareness of safe practice when lifting, carrying and moving. (Refer to the Manual Handling procedure in the OHS&W Manual)***

For further information refer to the Gymnastics SA website at: <http://www.gymnsa.com.au/>

### **8.19 Gyms, fitness and recreation centres**

It is recommended that Fitness Centres and Gym's are accredited and meet the current Code of Practice under the Fair Trading (Health and Fitness Industry Code of Practice) Regulations 1992.

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

- To use cardio-vascular equipment, it is recommended that students are a minimum of 14 years of age.
- To participate in weight training/lifting, it is recommended that students are a minimum of 16 years of age. ***(See also 8.45 'Weight training/lifting')***

#### **Instructor/teacher-in-charge qualifications and experience**

- teacher with experience specific to the gym/fitness activity to be undertaken
- Fitness Instructors **must** have the following qualifications from TAFE SA or the Australian Institute of Fitness
  - Certificate III SRF 30204 (Gym/Fitness Instructor)
  - Certificate IV SRF 40204 (Personal Trainer)
  - **Plus Children's Trainer specialisation**

#### **First Aid:**

Have a current Senior First Aid Certificate. See also 2.4.4.

#### **Leadership team-to-student ratio**

The leadership team-to-student ratio depends on the activities for example:

- 1:8 for Resistance Training and Weights
- 1:25 for Group fitness

#### **Safety/supervision**

- Age, capabilities, fitness level and experience of students must be considered when negotiating an activity program with the centre

For further information refer to the Recreation SA website at:

<http://www.recreationsa.org>.

## **8.20 Hockey**

Includes hockey sevens, minkey hockey and modified rules. If hockey is offered to more junior students, eg R-year 2, it should take the form of modified rules.

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Teacher with hockey experience or:

- R-year 2: OTC (formerly Level 0 coaching) desirable
- years 3–5: OTC (formerly Level 0 coaching)
- years 6–9: Level 1 coaching desirable
- years 10–12: Level 1 coaching

##### **First Aid:**

See 2.5.4.

#### **Leadership team -to-student ratio**

- 1:15

#### **Area/location**

- Flat, debris-free surface
- Suitable field markings
- Adequate nets in goals.

#### **Equipment/preparation**

- Personal mouthguards, shin guards
- Goalies to wear leg, foot, body, hand and abdomen protectors and face mask.
- Sticks should be in good condition
- Minkey ball/rubber baseball should be used for beginners
- Good gripping shoes (no spikes) on synthetic surfaces.

#### **Safety/supervision**

- Control stick movement
- Avoid bending low over stick

- Be alert to behaviour behind the play
- Always watch the ball — be prepared to take avoiding action to ensure safety of others (including spectators)
- Avoid 'lifting' the ball
- Minkey is the appropriate introduction to hockey.

For further information refer to the Hockey SA website at: <http://www.hockeysa.com.au/>

## **8.21 Horseriding**

Preschools: This activity is not considered suitable for preschool students. Children under the age of 10 often need to be led when riding for the first time.

This activity should be conducted by instructors accredited with:

- Association for Horsemanship, Safety and Education
- Equestrian Federation of Australia
- Australian Horse Riding Centres
- Pony Club Association of South Australia
- Riding for the Disabled (for student groups with disabilities).

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

- Level 1 coach qualification (national coaching accreditation scheme) from the Equestrian Federation of Australia or the Pony Club Association of South Australia

or:

- Instructor/Trail Guide qualification from the Association for Horsemanship, Safety and Education or the Australian Horse Riding Centres.

and:

- Riding for disabled qualification appropriate for teaching participants with a disability

#### **First Aid:**

See 2.5.4.

### **Leadership team- to-student ratio**

- 1:8 in enclosed areas
- 1:6 for trail riding, minimum of two leaders required

### **Area/location**

- The site should have emergency action procedures for all foreseeable emergencies (eg. fall, fire, runaway horse etc).
- The horse site should be separated from access by the general public/campers.
- A suitably enclosed area should be used for preliminary assessment of riders' ability and horses and riders as combinations — the arena should be flat, of good footing, be appropriately fenced and be hazard-free.
- Movement of students, horses and vehicles must be managed with the objective of minimising incidents.
- Trails should be away from highways, mapped, hazard-free and have vehicle access.

### **Equipment/preparation**

- Riders to wear sleeved shirts and long trousers.

- Horses to be well kept and of suitable temperament, size and training
- Equipment in good condition, fitting the horse and rider, with particular attention to condition of stitching and leather.
- Stirrup irons should be large enough to allow a rider's foot to slip out easily in a fall, but not so large they can pass through them and get caught.
- Safe footwear, ie leather-soled shoes or boots with raised heel, smooth sole to avoid being caught in the stirrup, elastic-sided boot style ideal — no sneakers or lace-ups.
- Safety helmets to AS 2063.3—1988, 'Helmets for horse riders', correctly sized and fitted securely with chin strap fastened while rider is mounted.

### **Safety/supervision**

- All horses provided to participants must be allocated on the basis of suitability of the horse relative to the size and ability of the participant.
- The participant's levels of skill, knowledge and experience with horses must be ascertained and assessed.
- If travelling on roads information on the rules of the road and method of safe travel along the road must be communicated to the riders before departure.
- For trail riding, there should be a minimum of a leader in front of group, and one watching the rear
- Prior to the ride departing, staff directly in charge of trail rides must:
  - a) Ensure that all participants understand how to apply the basic riding aids to make a horse stop, turn and move forward
  - b) Ensure that all participants understand the commands that will be used throughout the ride and adequately warn participants when changes of pace, direction or terrain occur
  - c) Have a contingency plan for sudden weather changes that may affect the activity
  - d) Ensure that participants have adequate protection from the environment taking into account foreseeable weather conditions.

For further information refer to the Equestrian Federation of Australia website at: <http://www.equestrian.org.au/>, or the Horse SA website at: <http://www.horsesa.asn.au/zeolite/zsection/2> , or the Pony Club SA website at: <http://www.ponyclub.asn.au/> , or the Riding for the Disabled website at: <http://www.rda.org.au/webcontent1.htm>.

## **8.22 Korfball**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

Teacher with Korfball experience or:

- years 3–5: OTC (formerly Level 0 coaching)

- years 6–9: Level 1 coaching
- years 10–12: Level 2 coaching

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:15

**Area/location**

- Safe playing surface
- Safe backstops/walls
- Adequate run-off area
- Adequate size playing area (basketball court absolute minimum)

**Equipment/preparation**

- Padded goal posts
- Synthetic leather or leather korfballs/soccer balls/netballs preferable
- Balls should not be over-inflated

**Safety/supervision**

- No jewellery.

## **8.23 Lacrosse**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

If lacrosse is offered to other juniors, eg years 3–7, it should take a modified form.

**Leadership team qualifications and experience**

**Teacher-in-charge/instructors**

Teacher with lacrosse experience or:

- years 3–7: OTC (formerly Level 0 coaching)
- years 8–12: Level 1 coaching

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1:15

**Area/location**

- Flat, debris-free surface.

**Equipment/preparation**

- Helmet, body guard, gloves, leg guards (personal for the goalie, and optional if a modified ball is being used)
- Modified ball recommended.

### **Safety/supervision**

- It is recommended that a modified form of lacrosse be taught
- Abide by modified lacrosse rules
- No stick or body contact
- One player from each team to contest the ball.

For further information refer to the Lacrosse SA website at:  
<http://www.lacrossesa.com.au/>

## **8.24 Martial arts**

Preschools: This activity is not considered suitable

***This category of activities is highly specialised and must be taught only by instructors with specific qualifications and experience.***

- Qualifications, equipment needs, safety and supervision requirements etc as advised by the particular discipline's governing body.

## **8.25 Netball**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

Teacher with netball experience or:

- years 3–7: OTC (formerly Level 0 coaching)
- years 8–12: Level 1 coaching

#### **First Aid:**

See 2.5.4.

### **Leadership team-to-student ratio**

- 1:15

### **Area/location**

- Safe playing surface
- Safe backstops
- Adequate run-off area.

### **Equipment/preparation**

- Padded goal posts
- Waterproof netball (synthetic leather or waterproof leather preferable)
- Avoid over-inflated ball.
- Appropriate hard surface sports shoes.

### **Safety/supervision**



- No jewellery
- Fingernail length that conforms to rules.

For further information refer to the Netball SA website at: <http://www.netballsa.asn.au/>

## **8.26 Orienteering**

*The safety/supervision section of each category is to be read in conjunction with the health and safety considerations described in 2.1; 'Site selection' and 2.2 'Contingency plans'. First aiders must ensure that their knowledge includes current recommended emergency treatment for snakebite. (See 'Appendices' 6.5)*

### **8.26.1 Introductory activities — well-defined areas**

- Includes map reading learning activities and non-competitive orienteering in areas with well-defined boundaries.
- Not suitable for Preschool–year 4 students except for simple activities within school/preschool grounds.

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

- Understanding of map reading skills and the sport of orienteering
- Desirable to have participated in orienteering events and/or completed a preservice or inservice course unit of study in orienteering

##### **First Aid:**

See 2.5.4.

##### **Leadership team-to-student ratio**

- 1:10 for years 5–7
- 1:15 for years 8–12
- Minimum of 2 leaders **required**

##### **Area/location**

- Carefully select the environment with reference to emergency action procedures
- Preferable that area be fully fenced
- Participants should be able to hear sound signal from any part of the area, to aid recall of any who are overdue.

##### **Equipment/preparation**

- Clothing suitable for likely weather conditions
- Detailed map and compass
- Sunscreens, sunglasses as necessary.

##### **Safety/supervision**

- Participants to work in pairs or small groups
- Participants to be well briefed on boundaries and overdue and injury procedures.

## 8.26.2 Competition and poorly-defined areas

Includes participation in competitive events and training/learning activities in bushland or remote locations where boundaries are ill-defined.

Preschools: This activity is not considered suitable

### Leadership team qualifications and experience

#### Teacher-in-charge / instructors:

- Understanding of map reading skills and the sport of orienteering
- Desirable to have participated in orienteering events and/or completed a preservice or inservice course unit of study in orienteering

#### First Aid:

See 2.5.4.

#### Leadership team-to-student ratio

- 1:6 for school-organised event
- 1:10 for event organised by the Orienteering Association of SA (OASA)
- Minimum of 2 leaders **required**

#### Area/location

- Carefully select the environment with reference to emergency action procedures.

#### Equipment/preparation

- Clothing and shoes suitable for likely weather conditions and terrain
- Detailed map and compass
- Whistle, unless using known or clearly signposted location
- Sunscreens, sunglasses as necessary.

#### Safety/supervision

For OASA event, follow safety arrangements as required by organisers. For school event:

- Provide safety bearing or landmark
- Novices to run in pairs
- Participants to be well briefed on overdue and injury procedures.

For further information refer to the Orienteering Association of SA website at:  
<http://www.oasa.asn.au/>

## 8.27 Rock climbing and abseiling

Preschools: This activity is not considered suitable

### Leadership team qualifications and experience

#### Teacher-in-charge / instructors:

**Must be** members of the South Australian Police whose training includes instruction techniques and who have been assessed as competent by the training coordinator, STAR Division.

or:

- Instructors possessing either of the following certificates awarded by the SA Rock Climbing Education Association (SAREA):
  - Lead Climbing Certificate
  - Top Rope Climbing Certificate.

**or:**

- Instructors possessing equivalent qualifications from other recognised rock climbing instructor associations such as:
  - PACI (Professional Association of Climbing Instructors)
  - ACIA (Australian Climbing Instructors Association)

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:4 **required**
- Two supervisors **required**, ie an instructor and assistant instructor.

**Area/location**

- Carefully select the environment with reference to emergency action procedures.

**Equipment/preparation**

- Approved rock climbing equipment, helmets and boots
- Protective clothing for full range of weather conditions
- Comprehensive first aid kit
- Climbing sites within parks must be designated by DEH and approvals gained in advance.

**Safety/supervision**

- Tie back long hair and tuck in loose clothing
- It is the responsibility of instructors to be familiar with the accident and emergency procedures pertinent to the climbing site
- Instructors are to be made aware of any relevant medical needs of participants
- Environmental impact to be managed according to advice from DEH.

## 8.27.1 Indoor rock climbing

Preschools: This activity is not considered suitable

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

**Must** have completed an Australian Climbing Gyms Associated Inc. belay instruction workshop or equivalent

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1 instructor to 10 students

- Minimum of two leaders **required**

#### **Area/location**

- Adequate public liability insurance as **required** by the department
- Clear emergency action procedures.

#### **Equipment/preparation**

- Participants **must** be adequately instructed and assessed in belaying
- Awareness of any safety rules set out by the gyms management
- Correct fitting of an approved safety harness
- Correct attachment to the gyms belay system
- Correct use and control of the gyms belay system
- Appropriate footwear (ie sandshoes) and clothing
- First aid kit.

#### **Safety/supervision**

- Tie back long hair and tuck in loose clothing
- Instructors are to be made aware of any relevant medical needs of participants eg any medication that may effect concentration.

## **8.28 Rowing**

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Teacher with extensive rowing experience or:

- years 6–12: Level 1 coaching **required**.

##### **Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions.

##### **First Aid:**

- Current first aid training including assessment in EAR and CPR

##### **required**

See 2.5.4.

#### **Leadership team -to-student ratio**

- 1:10 for competition rowing practice
- 1:6 for single skulls

#### **Area/location**

- Sheltered water only
- Windy, choppy or fast-moving water conditions should be avoided.

#### **Equipment/preparation**

Rowing shell with appropriate fittings conforming to recognised standards

- Non-swimmers and recreational rowers **must** wear PFD Type 2 (AS 1499—1996) or Type 3 (AS 2260—1988)
- Powered rescue craft on hand to effect a quick rescue.

### **Safety/supervision**

- Participants should be proficient swimmers
  - Prior to participating in rowing, all participants **must** be briefed in water and boating safety including;
    - \_ Rescue techniques and procedures in the event of a swamped, capsized or broken shell
    - \_ Knowledge of standard distress signals, such as waving both arms over the head
    - \_ If swamped – stay with the boat and swim the boat to shore.
- Coxswains, instructors and participants in boats without coxswains **must** know the rules of the particular waterway
- Hats, sunscreen, sunglasses and hydration as necessary

### **Organised Competitions**

**Rowing regattas that are run by officially recognised sporting bodies outside the department, may accommodate appropriate standards of student supervision and safety in different ways. Parents must specifically consent to students under 18 participating in activities involving indirect or delegated supervision.**

For further information refer to the Rowing SA website at: <http://www.rowingsa.asn.au/>

## **8.29 Rugby League/Union**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

#### **For Tackle Games:**

Teacher/**Instructor** with Rugby **League/Union** experience or:

- years 3–5: OTC (formerly Level 0 coaching)
- years 6–12: Foundation Course (formerly Level 1 coaching).

**Note: Both Rugby League and Rugby Union have non-contact versions of the game that all students can access as part of the curriculum.**

#### **First Aid:**

See 2.5.4.

### **Leadership team-to-student ratio**

- 1:15.

### **Area/location**

- Flat, debris-free surface
- Well grassed
- Goal Post Protectors

### **Equipment/preparation**

- Personal mouthguards
- Comfortable supporting shoes, not football boots
- Sturdy shorts and jumper, free of buckles, zippers and buttons.

### **Safety/supervision**

Teachers / instructors should be familiar with the modified versions that the governing bodies promote to suit the developmental needs of students, and adopt appropriate modifications accordingly

The nature of the senior versions of both Rugby League and Rugby Union demands heavy body contact, and students need to be taught how to:

- tackle properly (from the front, the side and behind)
- Land
- what to do in the post tackle contest
- form scrums (exclude players with long necks because of high risk) and
- be aware of the problems that may occur when a scrum collapses.

For further information refer to the SA Rugby website at: <http://www.sarugby.com.au/>

## **8.30 Shooting**

Preschools: This activity is not considered suitable

Clay target shooting available only to students 14 years or older.

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

- Instructor's course certificate issued by TAFE or a recognised firearms club

#### **required**

- **Must** be aware of:
  - role of firearms instructor and instructional techniques
  - course design, lesson planning and training aids
  - effective communication
  - firearms law and accountability
  - range control, preparation and safety
  - ammunition safety
  - evaluating personnel
  - record keeping.

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:5 **required**
- Minimum of 2 leaders **required**

#### **Area/location**

- Ranges to be approved by the South Australian Police.

#### **Safety/supervision**

- An activity involving firearms should form part of a structured program and not be a 'one-off' experience.

### **8.31 Skating (ice/roller)**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

Teacher or other person with skating experience

##### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:6 for R–year 5
- 1:10 for years 6–8
- 1:15 for years 9–12
- Minimum 2 leaders **required**

#### **Area/location**

- Programs conducted at official skating rinks
- Surface clean, clear of debris and obstructions
- Well-defined area made available for beginners.

#### **Equipment/preparation**

- Use only skates that fit properly (snugly) and are in good working order
- Use boot-style skate providing ankle support preferable
- Skates should be checked regularly (roller skates: check for loose nuts, debris-free wheels; ice skates: edges suitably sharp)
- Laces should be long enough to tie securely but not hang below the ankles
- Appropriate clothing necessary (long trousers, sleeves), especially for ice skating
- Gloves, helmets and elbow and knee pads recommended.

#### **Safety/supervision**

- Participants enter rink slowly, yielding right of way to skaters already on floor/ice
- Skate in same direction as the flow of traffic
- Cutting across centre of floor forbidden
- Speed skating should only be permitted at specified times
- Avoid spreading fingers on floor when breaking a fall with the hands, particularly while ice skating, as there is a serious risk of injury from other skaters
- Also avoid prolonged contact of hands with ice.

## **8.32 Snow skiing / Snowboarding**

Preschools: These activities are not considered suitable

### **8.32.1 Alpine/Snowboarding**

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

**Must** have

- Skiing ability to parallel standard
- Ability to teach to stem turn standard
- Sound knowledge of resort, including ski runs and emergency support services
- Preferably have visited and skied in area before

##### **First Aid:**

See 2.5.4.

##### **Leadership team-to-student ratio**

- 1:8 - Dependent on the difficulty of the slope, conditions and crowds and the age/experience of the students.

##### **Area/location**

- Programs conducted in ski resort.

##### **Equipment/preparation**

- Participants to wear protective clothing with easily identifiable markings
- Pre-camp training strongly recommended, eg fitness, clothing and understanding of how to avoid hypothermia
- Sunscreen, sunglasses as necessary
- It is recommended that students wear an approved (for snow sports) helmet.

##### **Safety/supervision**

- **Must** be search and medical support operating in area and groups **must** only use open ski runs suitable to the ability of all skiers in the group or chosen by a qualified ski school instructor leading the group
- Supervisors assisting should be competent skiers/snow boarders.

### **8.32.2 Nordic — resort**

Preschools: This activity is not considered suitable

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

**Must** have either of the following:



- Level 1 coach, Nordic skiing
- 20 days' ski touring experience.

In addition, **must** have the following:

- sound knowledge of the sport
- several seasons of cross-country ski experience
- ability to ski all terrain in the area being visited
- competence to teach and demonstrate diagonal stride, poling, snow plough, stem turns, traversing and downhill running
- sound knowledge of the ski resort, including ski trails and emergency support services

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:8 Dependent on the nature of the area, condition and the age/experience of the students
- Two leaders **required**
- Assistant leader capable of taking over group safety/supervision.

**Area/location**

- Programs conducted in ski resort.

**Equipment/preparation**

- Leader **should** carry emergency equipment — spare clothing, protective clothing, emergency food, map and compass, repair kit, spares for skis and bindings, whistle, first aid kit, emergency shelter, mobile phone or two way radio which is tuneable to local rescue frequency.
- Participants to wear protective clothing with easily identifiable markings.
- Pre-camp training strongly recommended, eg fitness, clothing and understanding of how to avoid hypothermia
- Sunscreen, sunglasses as necessary.

**Safety/supervision**

- **Must** be in area controlled by rescue and emergency services
- Knowledge of boundaries to be obtained
- Ski rescue officer **must** be notified of group's itinerary.

### 8.32.3 Nordic — Touring

Skiing away from resort, includes overnight stay in the snow.

Preschools: This activity is not considered suitable

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

**Must** have either of the following:

- Ski Tour Leader's Certificate (Victoria)
- Advanced Bushwalking Leadership Certificate (Bushwalking Leadership SA).

In addition, **must** have all of the following abilities and experience:

- sound basic knowledge of the sport
- several seasons' cross-country ski experience
- ability to ski all terrain in the area being visited
- competence to teach and demonstrate diagonal stride, poling, snow plough, stem turns, traversing and downhill running
- several seasons and range of touring areas
- extensive touring experience, including snow camping — tents and shelters
- navigation in poor weather with a wide variety of terrain
- experience in leading students in cross-country skiing
- training and experience in ski rescue procedures

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:6 Dependent on the nature of the area, conditions and the age/experience of the students
- Two leaders **required**.

**Area/location**

- Carefully select the environment with reference to emergency action procedures
- Select suitable terrain for the skill level of all participants.

**Equipment/preparation**

- Leader to carry emergency equipment, even on day tours, eg spare clothing, emergency rations, map and compass, handheld GPS receiver, repair kit, spares for skis and bindings, whistle, first aid kit, emergency shelter, torch, waterproof matches, mobile phone or two way radio which is capable of being tuned to local rescue frequency.
- Leader to have comprehensive weather information prior to departure
- Protective clothing with easily identifiable markings to be worn by participants
- Pre-camp training strongly recommended, eg fitness, clothing and understanding of how to avoid hypothermia
- Participants to carry emergency rations, spare clothing, whistle
- Sunscreen and sunglasses or UV protected goggles as necessary

**Safety/supervision**

- Details of itinerary left with ski rescue officer
- Assistant leader capable of taking over group safety/supervision.

## **8.33 Soccer**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

Teacher with soccer experience or:

- years 3–5: Grass Roots Certificate (formerly Level 0 coaching) (Junior License for competition)
- years 6–12: Level 1 coaching, Youth License preferred

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:15.

**Area/location**

- Level, debris-free, grassed area
- Adequate run-off areas.

**Equipment/preparation**

- Regulation goals with nets
- Corner flags and posts to regulation
- Leather, all-weather ball of appropriate size – do not over-inflate
- Personal mouthguards, shin guards
- Suitable footwear
- Gloves for goal keeper.

**Safety/supervision**

- Heading skills should not be used with a heavy ball
- Keep contact minimal
- Girls cross arms to chest the ball or 'chest trap'.

For further information refer to the Football Federation of SA website at:

<http://www.ffsa.com.au/>

### ***8.34 Squash/racquetball***

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

Teacher with squash/racquetball experience or:

- years 3–5: modified program, OTC (formerly Level 0 coaching)
- years 6–12: Level 1 coaching

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1:12
- Maximum of 5 students per court

**Area/location**

- Squash courts
- Floors well swept
- Good lighting.

**Equipment/preparation**

- Good quality non-marking footwear
- Eye protection (mandatory) – available on loan from most Centres or Squash SA
- Selection of appropriate ball and racquet depending on player skill level.

**Safety/supervision**

- Knowledge of 'let' rules and other safety rules of the game (court movement)
- Spacing and number on court for practice drills
- Drink bottle and change of attire recommended.

For further information refer to the Squash SA website at: <http://www.squashsa.asn.au/>

## **8.35 Surfing**

Preschools: These activities are not considered suitable

### **8.35.1 Surfboard**

Surfboard riding, body board, body surfing — years 4–12 only.

**Leadership team qualifications and experience****Teacher-in-charge / instructors:**

**Must** have

Surfboard:

- Level 1 coach accredited by Surfing Australia
- and**
- 100 hours' surfing experience in a variety of areas and conditions

Body board, body surfing — one of the following **required**:

- Surf Bronze Medallion
- Surf Rescue Certificate

and

- Experience of surfing the area to be visited recommended

**First Aid:**

See 2.5.4.

**Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

**Leadership team-to-student ratio**

- 1:6 required

- Minimum 2 leaders **required**
- To be conducted only at recognised safe surfing beaches.

#### **Equipment/preparation**

- Helmets recommended with fibreglass boards.

#### **Safety/supervision**

- Participants **must** be competent swimmers
- Surveillance according to conditions, monitored for duration of activity
- Observer in elevated position
- Rescue board or equivalent on hand

### **8.35.2 Surf ski**

Recommended for years 6–12 only.

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

**Must** have one of the following:

- Surf Bronze Medallion
- Surf Rescue Certificate

and:

- 100 hours' paddling experience in a variety of areas and conditions
- Experience of surfing/paddling the area to be visited recommended

##### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:6 **required**
- Minimum 2 leaders **required**.

#### **Area/location**

- To be conducted only at recognised safe surfing beaches.

#### **Equipment/preparation**

- Helmets and PFDs recommended at all times and particularly when surfboard riders are nearby.

#### **Safety/supervision**

- Participants **must** be competent swimmers
- Surveillance according to conditions, monitored for duration of activity
- Observer in elevated position
- Rescue board or equivalent on hand.

For further information refer to the Surfing Australia website at:  
<http://www.surfingaustralia.com/school.aspx?org=190>

## 8.36 Swimming

Swimming and informal water activities in pools and at beaches, rivers and lakes.

When engaging instructors for swimming and water safety lessons, check the DECS Swimming and Aquatics Program website at: [www.decs.sa.gov.au/schoolsport](http://www.decs.sa.gov.au/schoolsport).

### Leadership team qualifications and experience

#### Teacher in Charge/instructors:

The location will determine the qualifications/experience required with safety considerations a priority at all times, including the ability to affect a rescue in the specific conditions. Current resuscitation (CPR) qualifications are essential within the leadership group. Also refer to Section 2.5.4 'First Aid'.

- **Swimming Pool**

Where the pool management have lifeguards on site the relevant rescue qualifications would be available.

If no Pool Life Guard is provided a minimum of one (1) member of the leadership team to hold a current Royal Life Saving Bronze Medallion (or higher qualification). This person must be on duty during all water activities.

- **Beach**

A minimum of one (1) member of the leadership team to hold a current Certificate 2 Public Safety and Aquatic Rescue qualification (old Surf Lifesaving Bronze Medallion) or higher qualification. This person must be on duty during all water activities.

Weather and other conditions will impact on the decision to allow students in the water, the boundaries for their access and the type of water activities allowed.

- **Inland Water (rivers, lakes)**

A minimum of one (1) member of the leadership team will hold a current Royal Life Saving Bronze Medallion (or higher qualification). This person must be on duty during all water activities.

Weather and other conditions will impact on the decision to allow students in the water, the boundaries for their access and the type of water activities allowed.

### Leadership team-to-student ratios required

Minimum 2 leaders required in all categories.

|         | Pool: | Open Water (beach, river or lake) |
|---------|-------|-----------------------------------|
| R-2     | 1:10  | 1:6                               |
| Yr 3-7  | 1:12  | 1:10                              |
| Yr 8-12 | 1:12  | 1:10                              |

Note that these ratios are a guide and should be varied according to the venue, weather conditions, nature of the activity, abilities/behaviour of the group etc.

Note that **child care regulations**, based on nationally agreed standards set a ratio for swimming activities of 1:1 for children under the age of three years and 1:2 for children over the age of three years and up to six years. The national standard for out of school hours care is 1:5 for children from six to twelve years of age.

#### **Area/location**

Must be conducted only at recognised safe swimming areas or at sites carefully evaluated for hazards and emergency action procedures, with additional consideration given to the conditions at the site at the time of access.

#### **Equipment/preparation**

- Check with local authorities before swimming if water quality is questionable
- In areas of poor visibility, check water depth – definitely no diving.
- Personal flotation devices (PFDs) to AS1499-1996, 'Personal flotation devices – Type 2' are to be available for inexperienced junior swimmers and **PFDs must be worn by all participants for recreational swimming in the River Murray and other waters where visibility is poor.**
- Ensure appropriate safety equipment is available to assist with or affect a rescue if required (eg rescue tube, throw bag etc).
- Hazards in rivers, creeks and dams include the bottom of those waters where sticks, stones or other hazards have the potential for injury. Attention should be paid to suitable footwear when accessing these types of locations.

#### **Safety/supervision**

- Designate supervisors to act as 'lifeguards' where lifeguards are not provided.
- Ensure supervisors are appropriately placed/spaced to observe all students and/or to define boundaries.
- If possible have observers in an elevated position.
- Surveillance according to conditions and for the duration of the activity.
- Recommended that some instructors/supervisors are in the water at all times.
- Watch for hypothermia, hyperthermia and sunstroke etc).
- Observe sun protection policy (see 2.6.3).
- Establish and practice an emergency procedure.
- Contingency plans must take account of sudden changes in weather or water conditions.

For further information refer to the DECS Swimming and Aquatics Program website at: [www.decs.sa.gov.au/schoolsport](http://www.decs.sa.gov.au/schoolsport) or the Swimming SA website at: <http://www.swimmingsa.org.au>.

### **8.37 Table tennis**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

##### **Teacher-in-charge / instructors:**

It is preferable for the teacher to have some table tennis experience or:

- years 3–7: Coaches to be Active After-school Community Program (AASCP) accredited
- years 8-12: Coaches to be National Coaching Accreditation Scheme (NCAS) accredited.

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:20.

**Area/location**

- Suitable indoor area
- Good lighting
- Adequate spacing between tables
- Non-slip floor surface.

**Equipment/preparation**

- Tables of sound construction, securely erected.
- A maximum of 4 students playing per table.

For further information refer to the Table Tennis SA website at:

<http://www.tabletennissa.com.au/>

## **8.38 Tennis**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

**Leadership team qualifications and experience**

Teacher with tennis experience or:

- years 3–5: OTC (formerly Level 0 coaching)
- years 6–9: Junior Development coach
- Level 10–12: Junior Development coach, Club professional coach preferred

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:15.

**Area/location**

- Flat area of sufficient size, debris-free
- Wire surrounds are useful.

**Equipment/preparation**

- Suitable footwear
- Appropriate racquet size.

**Safety/supervision**

- Spacing of groups in massed practice



- Courts clear of balls when playing.

For further information refer to the Tennis SA website at:  
<http://www.tennis.com.au/pages/default.aspx?id=25>

### **8.39 Touch**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

Teacher with touch experience or:

- years 3–5: OTC (formerly Level 0 coaching) or AusTouch Leader qualifications
- years 6–12: Level 1 coaching or AusTouch Leader qualifications

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:15

#### **Area/location**

- Grassed area
- Safe playing surface
- Adequate run-off area.

#### **Equipment/preparation**

- Good gripping shoes
- Approved Touch Ball (correct size and weight, no laces). Note: A junior size Touch Ball is available.

#### **Safety/supervision**

- No jewellery, fingernails cut, hair tied back
- Touches to be effected with minimum force (no pushing, slapping, grabbing).

For further information refer to the Touch SA website at: <http://www.touchsa.com.au/>

### **8.40 Trampoline**

***Warning: Serious injury, including paralysis can easily occur in this activity. Restrict to years 6–12 only and closely supervise.***

#### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

- Years 6–12: Level 1 coaching **required**

#### **First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:5 required

**Area/location**

- Clear area, either indoors or outdoors
- Ceiling of sufficient height if indoors.

**Equipment/preparation**

- In good condition and properly erected
- Safety pads, covering springs and trampoline frame are a necessary part of the equipment.

**Safety/supervision**

Check equipment, positioning, pads in place.

A spotter **must**:

- stand at each side of the trampoline
- watch the performer on the trampoline
- push an out-of-control performer back on the bed
- Socks to be worn by performers
- Performers to remove all jewellery, tie hair back, strap glasses securely to head
- A box can be used for mounting and dismounting
- Where available, and appropriate, a harness should be used
- **No knee drops**
- **No somersaults**
- Instructor/teacher-in-charge to site him/herself where all the equipment can be seen.

## ***8.41 Triathlon***

Combination of three long-distance athletic events, eg surf, swim and run or swim, cycle and run.

It is assumed that only students with an appropriate level of competence in the three events will be introduced to triathlon. Preschools: This activity is not considered suitable

**Leadership team qualifications and experience****Teacher in charge/instructors:**

Teacher with triathlon experience or:

- years 3–5: OTC (formerly Level 0 coaching)
- years 6–9: Level 1 coaching
- years 10–12: Level 2 coaching

**First Aid:**

See 2.5.4.

**Leadership team-to-student ratio**

- 1:15
- One leader per team must remain with that team and cannot act as an official.

**Area/location**

- To be conducted only at recognised safe swimming areas or at sites carefully evaluated for hazards and emergency action procedures
- In defined areas.

#### **Equipment/preparation**

- PFDs Type 2 (AS 1499—1996) to be available for inexperienced junior swimmers.

#### **Safety/supervision**

*(See individual activities for safety specifications)*

- Students **must** be visible by at least one official at all times throughout the course
- A rescue boat, preferably two, should follow swimmers

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

For further information refer to the Triathlon SA website at: <http://www.triathlonsa.org.au/>

## **8.42 Volleyball**

Preschools: Not recommended unless modified to ensure activity is developmentally appropriate

#### **Leadership team qualifications and experience**

Teacher with volleyball experience or:

- years 3–5: OTC (formerly Level 0 coaching), Level 1 preferred
- years 6–9: Level 1 coaching, Level 2 preferred

#### **First Aid:**

See 2.5.4.

#### **Leadership team-to-student ratio**

- 1:15

#### **Area/location**

- Indoor area, with ceiling of sufficient height, or outdoor grassed area
- Adequate run-off space around courts.

#### **Equipment/preparation**

- Elbow and knee pads
- Balls not over-inflated
- Mini-volleyballs for beginners, or 'nerf' balls
- Rubber volleyballs should not be used.

#### **Safety/supervision**

- Long sleeves for beginners prevents bruising to forearms
- Never roll or throw volleyballs under the net while players are practicing spiking or blocking.

For further information refer to the Volleyball SA website at:  
[http://www.sportingpulse.com/assoc\\_page.cgi?assoc=3488&pID](http://www.sportingpulse.com/assoc_page.cgi?assoc=3488&pID)

## **8.43 Water polo**

Preschools: This activity is not considered suitable. It is assumed that only students with an appropriate level of swimming competence will be introduced to water polo.

### **Leadership team qualifications and experience**

**Teacher-in-charge / instructors must** have one of the following:

- Years 3–5: OTC (formerly Level 0 coaching)
- Years 6–9: Level 1 coaching
- Years 10–12: Level 1 coaching, Level 2 preferred

### **Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

### **First Aid:**

See 2.5.4.

### **Leadership team -to-student ratio**

- 1:10.

### **Area/location**

- To be conducted only at suitable swimming pools
- In defined areas.

### **Equipment/preparation**

- PFDs Type 2 (AS 1499—1996) **must** be available for inexperienced junior swimmers.

### **Safety/supervision**

- Appoint leaders to monitor activity.

For further information refer to the SA Water polo website at:

<http://www.sawaterpolo.asn.au>.

## **8.44 Water skiing**

Includes kneeboarding. Available to years 6–12 students only.

### **Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**  
**must** have the following:

- Level 1 coaching (basic water skiing) for dry land instruction, accredited by the SA Water Ski Association **and**
- extensive (eg 50 hours) water skiing experience

Driver:

- 18 years or older **required**
- Recreational Boat Operator's Licence required

- experience in ski boat operation with minimum 50 hours' towing water skiers **required**
- knowledge of water safety issues and boat handling **required**
- familiarity with the boat being used **required**
- a swimmer with first aid knowledge
- knowledge of the area

Observer:

- 16 years or older
- preferably possess a Recreational Boat Operator's Licence
- preferably a swimmer with first aid knowledge
- knowledge of water safety and skier communication signals **required**

**Other leaders:**

Supervisors with responsibility for supervising students on the water **must** be capable of effecting a rescue in the prevailing conditions

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1:4–6, according to boat capacity **required**
- Supervision for students on shore **required**

**Area/location**

- To be conducted only at recognised safe water skiing areas or at sites carefully evaluated for hazards and emergency action procedures.

**Equipment/preparation**

- Required safety equipment in place and operable, eg wide-view rear vision mirror, ropes of correct length, first aid kit
- Quick-release for tow ropes recommended, particularly when using kneeboards
- Boom may be fitted when teaching beginners
- Participants **must** wear PFDs Type 2 to AS 1499—1996
- Wetsuits **must** be worn by skiers and kneeboarders.
- Private providers **must** have public liability insurance for water skiing instruction.
- Volunteered boats **must** have current registration and be privately insured against damage.

**Safety/supervision**

- Observer to be on board
- Loading of boat strictly to recommended capacity — no overloading
- On-board participants to be seated
- Driver to ensure correct planing speed for beginners
- Leaders **must** be made aware of any emergency health care procedures required by participants.

## **8.45 Weight training/lifting**

Recommended only for students 16 years of age and over.

***The lifting and handling of heavy equipment should be undertaken only with care and awareness of safe practice (Refer to Manual Handling procedure in the OHS&W Manual).***

### **Leadership team qualifications and experience**

#### **Teacher-in-charge / instructors:**

- Minimum Certificate IV Fitness Instructors Certificate plus Children's elective or Special Populations from TAFE or Australian Institute of Fitness **and**
- Registered with the Fitness Australia Professional Registration Scheme as a fitness instructor.

#### **First Aid:**

See 2.5.4.

#### **Leadership team -to-student ratio**

- 1:10

#### **Area/location**

- Floor must be even, firm and non-slip
- Ensure adequate spacing of equipment
- Adequate lighting, ventilation.

#### **Equipment/preparation**

- Careful inspection of equipment, tighten bar collars before use
- Ensure cleanliness of benches etc
- Adjust fixed station machines (Universal, Hydra-gym, Nautilus)
- Clear floor of equipment not in use — replace bars, weights etc on racks
- Correct supportive footwear to be worn
- Appropriate clothing (top to be worn)
- Resin/chalk applied to hands
- Use weight belts where necessary.

#### **Safety/supervision**

- Full squats must not be performed
- Avoid maximal lifting
- Close teacher supervision required at all times
- Always insist on correct technique
- Never train alone, two stand-ins to be used.

For further information refer to the Recreation SA website at:  
<http://www.recreationsa.org/default.php>

## **8.46 Wrestling**

Preschools: This activity is not considered suitable

### **Leadership team qualifications and experience**

**Teacher-in-charge / instructors:**

- Years 3–5: OTC (formerly Level 0 coaching)
- Years 6–12: Level 1 coaching

**First Aid:**

See 2.5.4.

**Leadership team -to-student ratio**

- 1:15.

**Area/location**

- Flat surface covered with high density foam gym mats or wrestling mat
- Gym mats should be securely joined to prevent slipping.

**Equipment/preparation**

- Mats (600cm x 600cm x 5cm) joined with velcro fastening edges to make a large, soft area.

**Safety/supervision**

- Clothing should not have buttons or other sharp fasteners.
- Jewellery should not be worn.
- Hair fasteners should not be worn.
- Spacing of groups in massed practice should allow free movement to prevent collisions.
- Soft-soled shoes or bare feet.
- Short finger nails
- Partners should be of similar weight.

For further information refer to the SA Amateur Wrestling Association website at:  
<http://www.sa.wrestling.com.au/>

## 9. APPENDICES

### **APPENDIX 1 – CHECKLIST TO ASSIST IN PLANNING CAMPS**

#### **(1) Initial Stage**



1. Gather information and plan camp
2. Check school and DECS requirements regarding educational outcomes
3. Prepare detailed budget and submit with camp planning form to principal for approval
4. Planning form to administration for recording and implementation of accounting procedures
5. All bookings made
6. Set date for payment of deposits in line with confirmation of all bookings
7. Send drafts of parent letters and notices to the principal for approval. Then arrange for distribution of advice to parents, with camp planning form attached and seek participation level
8. Check that student health support needs have been taken into account

#### **(2) Go-ahead stage**

1. Check that initial response has met minimum number of participants
2. Arrange for forwarding deposit on bookings
3. Pass approved camp planning form to administration and arrange for duplication and distribution to parents including request for any additional health care information
4. Seek any relevant approvals, eg DECS, DEH
5. Organise personnel to meet required supervision levels and ensure that relevant personnel have had a criminal screening check.



**(3) Activity Action Plan**

1. Site has been assessed and is considered to be appropriate for the excursion?
2. Necessary equipment all organised?
3. Leaders team-to-student ratios organised?
4. Instructor qualifications correct for the planned activities?
5. Satisfactory transport arranged?
6. Contingency plans in place?
7. First aid coordinator appointed and resources organised?
8. Emergency services contacts organised?
9. On-site emergency transport available?
10. Special needs of students planned for?
11. Catering organised?
12. Cleaning needs met?
13. Student preparatory and follow-up work organised?
14. Camp rules, duties, routines, behaviour management all considered and attended to?

**(4) One month prior**

1. Determine level of student camp fee payments with administration, initiate any necessary action
2. Obtain and distribute consent forms for completion by parents. Set return dates
3. Advise others affected by camp/excursion-related absences, eg duty rosters, meetings, library, canteen
4. Arrange supervision for non-participating students
5. Discuss details with participants, covering rules, expectations, routines, clothing, personal needs, expenses, meals etc

**(5) One week prior**

1. Book out first aid kit. First aid coordinator to make copies of all necessary information, medication schedules etc
2. Review planning and compile checklist of tasks to be completed in the next week
3. Ensure all camp fees paid
4. Compile emergency contact numbers (students, leadership team members, camp) to be left with the school contact person and administration staff
5. Prepare rosters etc required on camp
6. Advise administration of any cheques required
7. Confirm up-to-date advice to relevant agencies, for example DEH Trip Intentions form.
8. Meet with leadership team to confirm roles, responsibilities, health support needs (on a need to know basis only), contingency plans and other arrangements

**APPENDIX 2 – TRANSPORT OF STUDENTS/CHILDREN BY  
PARENTS/VOLUNTEERS**

Dear Parent / Guardian / Volunteer,

Thank you for offering to transport students/children in your car. Could you please sign and return this form as proof of your acceptance of the following conditions:

- You hold a current driver's license (full or provisional)
- The car you will be driving is registered
- You understand that neither the school/preschool nor DECS accepts responsibility for any claims which may result from a vehicle accident
- Seat belts in the car will be used by all passengers
- The car you will be driving is covered by the following insurances:
  - Third Party Property
  - Comprehensive

**Name** .....

**Signed** ..... **Date** ...../...../.....

|   |
|---|
| <p>The following information is to be entered when passengers are allocated</p> <p><b>Event:</b> .....</p> <p>.....</p> <p>.....</p> <p><b>Passengers:</b> .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
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### **APPENDIX 3 – SLEEP OVER CHECKLIST**

The completed checklist **must** be approved by the principal/preschool director prior to conducting a school/preschool sleep-over. **(Use in conjunction with section 6.6 ‘Sleep-overs’)**

***Any item that can't be ticked highlights a need for attention to a potential health or safety issue.***

1. Will the sleep-over be led by the leaders experienced in supervising students/children in out-of-school/preschool-hours situations?
2. Is the leadership team-to-child ratio satisfactory?
3. Has parental consent been obtained for participating children and have parents been asked about any additional health care needs of students/children that may need to be taken into account?
4. Are an adequate number of leaders appropriately trained in first aid?
5. Have emergency services been notified:
  - Police?
  - Local fire service?
  - Security Service?
6. Have emergency services been supplied with a site plan noting the ground floor/ single storey location of the sleep-over?
7. Are leaders familiar with emergency action procedures?
8. Are exit doors able to be opened from the inside without a key?
9. Are procedures in place for dealing with harassment by non-participants?
10. Do leaders have ready access to a telephone with emergency numbers programmed/displayed?
11. Have all reasonable precautions been taken to reduce fire hazards?
12. Are required smoke alarms and exit lights installed?
13. Is the smoke alarm tested and working?
14. Is emergency lighting, including working torches, in place and suitable?
15. Are fire extinguishers installed, with current service tags?
16. Are toilets and other washroom facilities safe and readily accessible?
17. Will leadership team ensure that there are no naked flames, e.g. candles?
18. Has the principal provided an approved list of staff, students, volunteers and motor vehicles which will be on the premises during curfew hours?