



Excursion Policy

PURPOSE:

Kananook Primary School recognises excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided by the school. Excursions are a means of using different resources to enhance and enrich student learning.

NATURE:

All school excursions are educational, curriculum based and school directed.

School excursions vary in terms of the curriculum focus, the students involved, the duration of the excursion and the excursion venue(s). The student group participating in the excursion may be a class or classes or students drawn from a number of classes. They may be, for example, a team, a performance group or an audience for a performance. An excursion can range from a brief visit of less than one hour to a local point of interest to a full day venture to the city or the Melbourne Zoo for instance.

DET guidelines and school policies are observed to ensure students participate in purposeful, safe and enjoyable experiences.

AIMS:

1. To utilise excursions to provide opportunities for rich, experiential learning.
2. To provide opportunities for learning beyond the classroom.
3. To utilise the wide range of facilities and expert instruction available elsewhere in the community.

RESPONSIBILITIES OF THE PRINCIPAL:

The principal is responsible for the approval of all non-adventure single-day excursions other than those that must approved by the [school council](#). The following document ([found here](#)) must be presented to school council for approval.

Before the program commences the principal should have a copy of all the approval documentation. This includes detailed information that may be needed in an emergency such as:

- the exact location of the excursion participants at all times, including during travel
- the relevant telephone number/s through which excursion staff may be contacted in an emergency
- the names and family contacts for all students and staff
- copies of the parental consent and medical advice forms of students
- a copy of the program's emergency response plan

PLANNING THE EXCURSION

To support your planning and to ensure you have met your responsibilities, use the [Principal checklist \(Word - 98Kb\)](#).

To begin planning your excursion, go to [Planning](#).

More information

Principals must understand the common law responsibilities of school personnel, see: [Legal liability](#). Reference: [DET Safety Guidelines for Education Outdoors](#)

RESPONSIBILITIES OF TEACHERS:

Teachers participating in an excursion should:

- understand the purpose of the program and its connection to student learning
- be aware of their [supervisory](#) responsibilities throughout the program
- know who is the nominated member of staff who will provide [first aid](#) if required
- know the exact location of students they are responsible for at all times including during travel.
- identify and deal with risks to the health and safety of staff and students during an excursion. Thorough risk management must be considered.
- provide the office with a copy of the Excursion Details form indicating student number attending, number not attending, placement of non-attendees etc.

The nominated **teacher-in-charge** should:

Be familiar with the [risk management](#) section of the Safety Guidelines for Outdoor Education. This section has explicit advice on completing a risk management assessment. A sample of the required [risk management documentation](#) can be found in Appendix 3 of this document and adapted to suit the excursion. The DET risk process flow charts should be used when assessing risks. The teacher in charge must also complete the Offsite Emergency Management Plan and distribute a copy to all staff attending. (Appendix 4)

Other requirements of the teacher in charge:

- have a list of all students and helpers attending
- have copies of the parent Volunteer Participation Form (see page 5)
- have copies of volunteers' Working with Children (WWC) checks (see page 6)
- know the exact location of students at all times including during travel
- maintain a record of telephone contacts for the supervising staff accompanying the excursion
- know who the school contact person is and their phone number
- have a copy of the names of family contacts for all students and staff on the excursion
- have copies of the parental approval and medical advice forms for those students on the excursion
- take all medication for individual students with medical conditions (eg. **Anaphylaxis Kit**, **Asthma Kit** etc).
- have First Aid training in **Anaphylaxis and/or Asthma** if a student on the excursion has one of these conditions and monitor those students closely
- call and communicate with the place of excursion (if appropriate) ahead of time to let them know if a student with a medical condition such as **anaphylaxis or asthma** is attending, in case activities are deemed dangerous and may need to be altered
- have submitted the [Notification of School Activity](#) (SAL) three weeks prior to the excursion (requires edumail password) at www.eduweb.vic.gov.au/forms/school/sal
- share the risk management assessment document with staff attending excursion

Reference: *DET Safety Guidelines for Education Outdoors*

RESPONSIBILITIES OF STUDENTS LEADING UP TO AND ON THE EXCURSION

Students have a responsibility to:

- participate in class planning for the excursion
- follow the direction of teachers and parent helpers
- observe school and class rules
- act responsibly with other students
- act responsibly to care for other's property and rights
- be responsible for one's own belongings
- provide feedback on the excursion

RESPONSIBILITIES OF PARENTS LEADING UP TO AND IF PARTICIPATING ON THE EXCURSION.

Parents have a responsibility to:

- support the school's program by encouraging their child's participation in excursions
- support the student code of conduct
- notify the school if cost of an excursion prohibits participation of their child
- provide feedback on the excursion
- provide full medical information and any required medication
- obtain a Working with Children Check (see next page for details)

Working with Children checks:

- a) School Council requires that volunteers who assist in programs that have potentially higher levels of student contact than normal (eg: camps, excursions, sporting team coach, swimming programs) must also obtain a WWC.
- b) Working with Children checks of volunteers are the responsibility of those volunteers.
- c) Reasons for volunteers to undertake WWC, as well as the fact that volunteers on camps etc have all obtained a WWC, will be publicised on the school website.
- d) To obtain a WWC volunteers complete an application form. Forms can be obtained from and lodged through Australia Post outlets in Victoria. The Department of Justice will process the WWC Check and issue you with an Assessment Notice, Interim Negative Notice or Negative Notice.
- e) For more information and the required forms, go [to Department of Justice – Working With Children Check](#).
- f) A WWC is valid for five years, unless revoked due to a change in the cardholder's circumstances.eg. name or address change

IMPLEMENTATION: The following questions need to be answered prior to the excursion going ahead.

1. WHO WILL ATTEND THE EXCURSION

- 1:20 adults on excursions
- 1:10 adults swimming indoors
- 1:5 adults swimming outdoors
- If parents/guardians are required, the following selection criteria may apply:
 - experience in managing children outside the family eg. Coach, Scout leader
 - relevant qualifications eg. First Aid
 - gender balance of excursion staff
- Volunteer helpers complete the Volunteer Participation Form (see page 5)
- Volunteer helpers given option of accompanying group of their choice
- Parents given phone number of School Contact person for use in case of emergency (not excursion personnel)

2. WHAT NEEDS TO BE TAKEN ON THE EXCURSION?

- Allocated supervisory roles for staff
- First Aid kit to be taken
- Individual medical kits and medications to be taken
- Permission notes to be taken and a copy left at school
- Mobile phone to be taken
- Office staff to be supplied with lists of students, staff and helpers on excursion.

- Office to be informed of absent students and a list of non-attending students and their location
- Appropriate clothing and equipment to be worn by students and staff
- Excursion staff to have up to date medical information on students; to be kept by teacher in charge but accessible to other staff in emergencies
- First Aid, Anaphylaxis, Asthma (when student attends with these conditions) and CPR trained staff member attending
- Activity equipment and conduct of activities

3. WHEN IS THIS EXCURSION GOING TO TAKE PLACE?

- Determined during planning meetings; appropriateness of excursion to the curriculum discussed
- Calendar to be checked to avoid clashes
- Permission notes to be sent home at least 2 weeks prior to excursion.
- Adequate pre-excursion planning to anticipate incidents/injury

4. WHERE IS THIS EXCURSION GOING TO TAKE PLACE

- Choice of venue considerations:
 - Certification
 - Accreditation
 - Health , hygiene, safety
 - Certification and qualifications of staff
 - First aid facilities
 - Condition
 - Emergency equipment
 - Registration
 - References from other schools
 - Cleanliness
 - Buildings and facilities
 - Fire precautions
 - Evacuation procedures

ADDITIONAL:

- Attendance at excursions for students is a privilege, not a right. Behaviour contracts may be put in place. Students may be returned to school in cases of extreme behaviour and parents may be required to take responsibility for the costs involved.
- Pre-schoolers are not able to attend with parent helpers
- Financial circumstances may be considered to enable all children to attend
- Swimming instruction classes, to be outsourced to facility with suitably qualified instructors
- Principal may need to cancel excursions on days of Total Fire Bans

EVALUATION:

A post-excursion evaluation by the teacher-leader, students and parents or guardians of the following:

- Summary of the dates and main events
- Positive and negative aspects
- Areas for improvement
- Whether outcomes and objectives were achieved
- Experiences and benefits
- General comments
- The general reaction and conclusion of each student

The Excursion Policy will be reviewed regularly as part of the whole school cyclic review process.

Ratified by School Council November 2017

Appendix 1 RISK MANAGEMENT PLAN

Kananook Primary School excursion /camp risk assessment documentation School: **Kananook Primary School** Program/Excursion: CYC The Island

Supervising teachers/staff:

Dates: 1 – 4 April 2016

Year Level (if relevant): **grade 3/4 students**

Location(s): 41-53 Church Street, Cowes, Phillip Island Victoria 3922

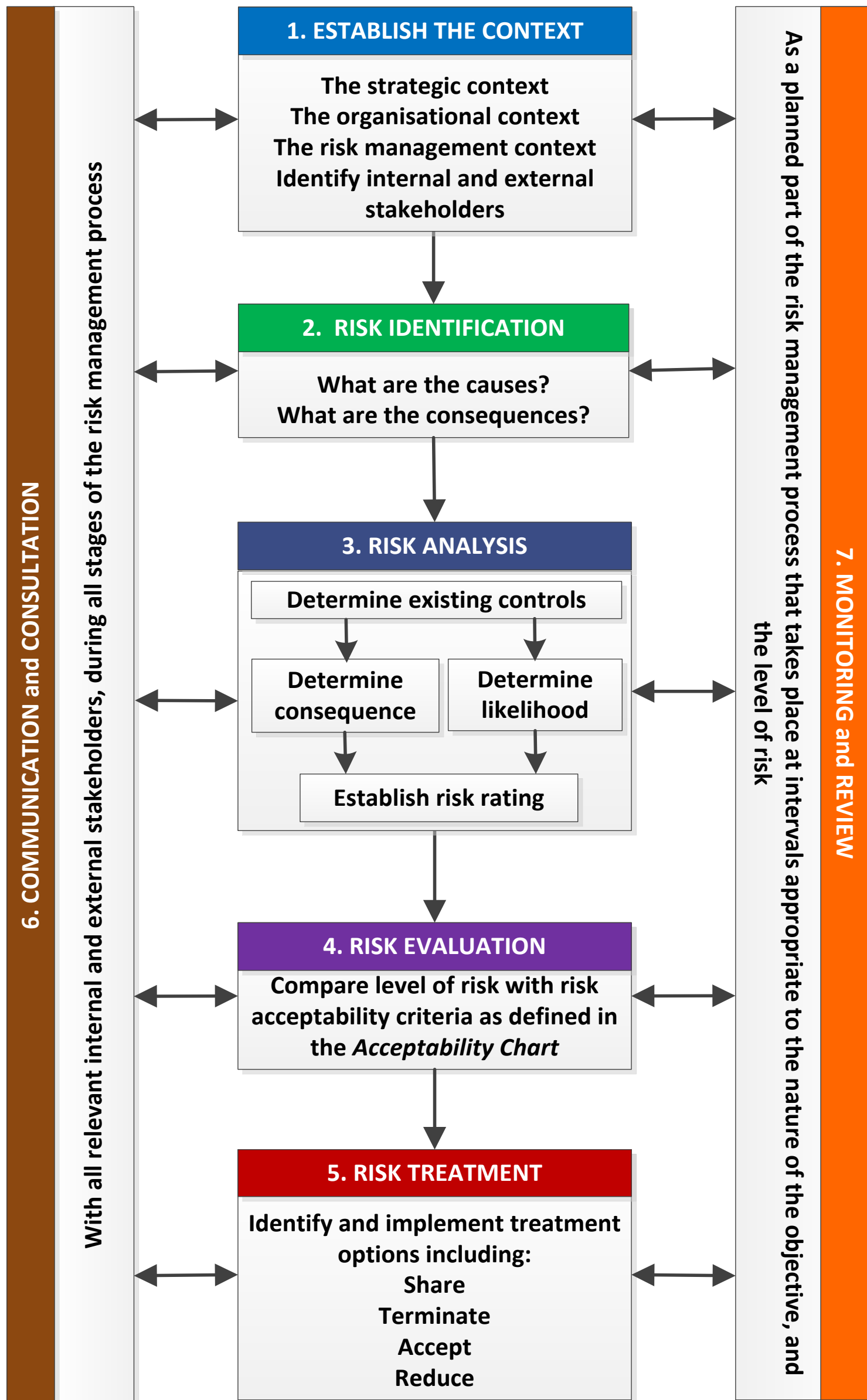
| Risk Title & Description | Risk Causes & Consequences | Existing Controls | Current Risk Assessment – with existing controls | | | | Treatment | Target Risk Assessment – after treatments | | |
|---|---|---|--|--|--|---|--|--|---|---|
| Define the risk event including a risk title and a short description <i>What can go wrong?</i> | Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i> | Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i> | Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i> | Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i> | Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i> | Target Risk Consequence <i>(choose one)</i> | Target Risk Likelihood <i>(choose one)</i> | Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i> |
| Risk Title Duty of Care Risk short description Kananook PS staff fail to meet duty of care for grade 3/4 students attending CYC the Island | Causes <ul style="list-style-type: none"> Failure to adequately prepare and plan Fail to apply principles of risk management in planning stages and during camp stay Inappropriate staff: student ratio Wilful disobedience Consequences <ul style="list-style-type: none"> Physical or psychological injury Litigation / adverse court ruling Reputation damage to school and DET | <ul style="list-style-type: none"> Adopt and apply DET risk management policy and procedures to identify, assess, evaluate, treat, monitor, review and report risks for the duration of the camp including travel to and from the site Use of and adherence to control measures outlined in the CYC The Island Emergency Response Manual once on site Appointment of lead teacher from Kananook PS as decision maker and point of contact between students, teachers, principal and parents for the duration of the camp The lead teacher will ensure that all excursion considerations and planning and approval procedures as outlined in the School Policy and Advisory Guide are met and adhered to particularly requirements for any adventure activities Completed Approval proforma Completed Teacher checklist Completed Principal checklist Completed School council checklist Relevant medical information (allergies etc.) and emergency contact details obtained for each student and shared with appropriate people Where safety equipment is provided / required it is to be worn / used Activate a communication plan for emergency situations Student activity locator completed | Needs improvement | Major | Possible | High | <ul style="list-style-type: none"> Lead teacher upon arrival at camp to conduct briefing with Centre Manager to confirm any changes to Camp Emergency Response Manual or any updates regarding local conditions prevalent at that time Lead teacher following briefing with Centre Manager administrator to brief teaching staff of any updates Lead teacher to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions | Major | Unlikely | Medium |

| Risk Title & Description | Risk Causes & Consequences | Existing Controls | Current Risk Assessment – with existing controls | | | | Treatment | Target Risk Assessment – after treatments | | |
|--|--|---|---|---|---|--|---|---|--|--|
| Define the risk event including a risk title and a short description <i>What can go wrong?</i> | Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i> | Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i> | Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i> | Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i> | Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable?</i> <i>When will it happen?</i> | Target Risk Consequence <i>(choose one)</i> | Target Risk Likelihood <i>(choose one)</i> | Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i> |
| Risk Title Hospitalisation Risk short description Staff / student suffers medical condition that requires hospitalisation | Causes <ul style="list-style-type: none"> Accident Allergic reaction Misadventure Consequences <ul style="list-style-type: none"> Physical or psychological injury Student in hospital requires chaperone Staff: student ratio impacted Medivac required | <ul style="list-style-type: none"> Relevant medical information (allergies etc.) and emergency contact details obtained for each student and shared with appropriate people Use of and adherence to control measures outlined in the CYC The Island Emergency Response Manual once on site First aid training for staff attending the excursion If an identified need anaphylactic pens must be taken on the excursion Staff: student ratios be observed Activate a communication plan for emergency situations | Effective | Major | Unlikely | Medium | <ul style="list-style-type: none"> This level of risk accepted, therefore no target risk assessment required. | | | |
| Risk Title Education outdoors objectives Risk short description Excursion does not achieve objectives set | Causes <ul style="list-style-type: none"> No clear link to curriculum Objectives not set or clear Inadequate preparation Consequences <ul style="list-style-type: none"> Students fail to achieve educational outcomes sought No clear benefit obtained | <ul style="list-style-type: none"> Pre-departure program linked to Victorian Curriculum Ensure school staff have appropriate and adequate planning and preparation in place well before departure for camp Prior to departure for camp students briefed on academic and behavioural expectations for the group | Acceptable | Moderate | Unlikely | Medium | <ul style="list-style-type: none"> This level of risk accepted, therefore no target risk assessment required. | | | |
| Risk Title Transport Risk short description Transport utilised for camp does not meet the Department's requirements | Causes <ul style="list-style-type: none"> Inappropriate transport option Unreliable transport / driver Driver not appropriately qualified Consequences <ul style="list-style-type: none"> Physical or psychological injury Litigation / adverse court ruling Inconvenience / lost time | <ul style="list-style-type: none"> The lead teacher will ensure that excursion transport meets the requirements outlined in the School Policy and Advisory Guide Excursion Support - Transport Where safety equipment is provided / required it is to be worn / used | Effective | Minor | Unlikely | Low | <ul style="list-style-type: none"> This level of risk accepted, therefore no target risk assessment required. | | | |
| Risk Title Communications Risk short description Failure to develop and follow communications plan | Causes <ul style="list-style-type: none"> Lack of communication plan Inadequate skills / training / procedures Lack of leadership Consequences <ul style="list-style-type: none"> Unable to inform key personnel in emergency situation e.g. police, ambulance, principal, parents Physical or psychological injury exacerbated | <ul style="list-style-type: none"> Communication plan prepared well in advance of excursion The lead teacher will brief excursion staff and share copies of the communication plan before departure for camp Excursion staff made aware of and become familiar with contents of the CYC The Island | Effective | Major | Unlikely | Medium | <ul style="list-style-type: none"> This level of risk accepted, therefore no target risk assessment required. | | | |

| Risk Title & Description | Risk Causes & Consequences | Existing Controls | Current Risk Assessment – with existing controls | | | | Treatment | Target Risk Assessment – after treatments | | |
|---|--|---|---|---|---|--|--|---|--|--|
| Define the risk event including a risk title and a short description <i>What can go wrong?</i> | Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i> | Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i> | Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i> | Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i> | Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i> | Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i> | Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable?</i> <i>When will it happen?</i> | Target Risk Consequence <i>(choose one)</i> | Target Risk Likelihood <i>(choose one)</i> | Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i> |
| Risk Title Missing students Risk short description Students become lost / abscond during the excursion | Causes <ul style="list-style-type: none"> Confusion / inexperience in local conditions (CYC The Island) Lack of clear instructions / itinerary Lack of supervision Wilful disobedience Consequences <ul style="list-style-type: none"> Physical or psychological injury Reputation damage to school and DET Inconvenience / lost time | <ul style="list-style-type: none"> Appropriates briefings to students regarding significant local conditions that may impact group as they move about Staff: student ratios be observed Periodic numbers count e.g. before departure, upon arrival, each evening and morning, before and after activities Activate a communication plan for emergency situations | Acceptable | Major | Unlikely | Medium | <ul style="list-style-type: none"> This level of risk accepted, therefore no target risk assessment required. | | | |
| Risk Title Accommodation Risk short description Inappropriate accommodation facilities staff / students | Causes <ul style="list-style-type: none"> Fail to conduct due diligence into venue Lack of segregation females / males Last minute booking Consequences <ul style="list-style-type: none"> Unsafe / unsuited environment Excursion plan changes / cost implications | <ul style="list-style-type: none"> Appropriate planning and approval processes Due diligence of licenced venues conducted before bookings | Effective | Major | Rare | Medium | <ul style="list-style-type: none"> This level of risk accepted, therefore no target risk assessment required. | | | |
| Risk Title Child safety Risk short description There is a risk that staff do not consider child safety matters whilst preparing for and/or whilst on excursions and camps. | Causes <ul style="list-style-type: none"> Lack of awareness of local conditions (unknown people and environments) School fails to monitor who is in vicinity of school excursions / camps Lack of supervision Fail to consider child safety risks Consequences <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Disruption to excursion / camp Stress for all personnel involved Litigation / adverse court ruling Reputation damage | <ul style="list-style-type: none"> Team Leader(s) upon arrival at commercial camp sites to conduct briefing with authorities to confirm site arrangements or any updates regarding local conditions. Team Leader(s) following briefing with authorities brief teaching / support staff of any updates. Staff and volunteers conduct area familiarity upon arrival at venue. Staff: student ratios are observed. Regular student counts. Ensure at least one staff member at the camp or excursion has been trained in what to do when an allegation of child abuse is made. Ensure access to an incident report is readily available. Adopt child safety risk management strategies as appropriate. | Needs improvement | Major | Possible | High | <ul style="list-style-type: none"> Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions. | Major | Unlikely | Medium |
| Risk Title Risk short description | Causes <ul style="list-style-type: none"> xxx Consequences <ul style="list-style-type: none"> xxx | | Ineffective Needs improvement Acceptable Effective | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low |

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

DET Risk Process



Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.

1. Establish the Context

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

2. Risk Identification

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

3. Risk Analysis

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

4. Risk Evaluation

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

5. Risk Treatment

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

6. Communication and Consultation

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

7. Monitoring and Review

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

| DET Risk Management Framework - Assessment Tools | | | | | | |
|---|--|--|---|--|--|--|
| Consequence Criteria: This guide provides indicative terms against which the significance of risk is evaluated. | | | | | | |
| Descriptor | Student Outcomes | Wellbeing and Safety | Finance | Reputation | Operations | Strategic |
| Insignificant | <ul style="list-style-type: none">Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds | <ul style="list-style-type: none">Minor injury requiring no first aid or peer support for stress / trauma event | <ul style="list-style-type: none">Small loss that can be absorbed | <ul style="list-style-type: none">Internal impact (no external impact) | <ul style="list-style-type: none">School operations continue with slight interruptions to normal activities | <ul style="list-style-type: none">Goals, targets and key improvement strategies can be delivered with inconsequential impacts |
| Minor | <ul style="list-style-type: none">Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets | <ul style="list-style-type: none">Injury / ill health requiring first aidPeer support for stress / trauma event | <ul style="list-style-type: none">Loss of ‘consumable’ assets,< 2% deviation from budgetMinor fraud possible | <ul style="list-style-type: none">Adverse comments local community mediaShort term stakeholder dissatisfaction / comment | <ul style="list-style-type: none">Some school operations disruptedMinor workarounds return school to normal operations | <ul style="list-style-type: none">Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies |
| Moderate | <ul style="list-style-type: none">Students’ overall levels of Literacy and Numeracy staticIncreasing truancyPartial achievement of targeted pathways and transition | <ul style="list-style-type: none">Injury / ill health requiring medical attentionStress / trauma event requiring professional support | <ul style="list-style-type: none">Loss of assets2% - 5% deviation from budgetExternal audit management letter | <ul style="list-style-type: none">External scrutiny e.g. VAGOAdverse state media commentStakeholder relationship impacted | <ul style="list-style-type: none">Key school operations temporarily disruptedSchool leadership team meets to return school to normal operations | <ul style="list-style-type: none">Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies |
| Major | <ul style="list-style-type: none">National targeted improvements not achievedPartial achievement of targeted learning outcomesStudent dissatisfaction with access to pathways / transitions | <ul style="list-style-type: none">Injury / ill health requiring hospital admissionStress / trauma event requiring ongoing clinical support | <ul style="list-style-type: none">Loss of significant assets6% - 15% deviation from budgetExternal audit qualification on accountsHigh end fraud committed | <ul style="list-style-type: none">External investigationAdverse comments national mediaStakeholder relationship tenuous | <ul style="list-style-type: none">Whole of school operations disruptedAssistance sought from Regional Office | <ul style="list-style-type: none">Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies |
| Severe | <ul style="list-style-type: none">Literacy and Numeracy declineStudent engagement and connectedness to the school and their peers is very poorDeclining number of student options for pathways and transitions | <ul style="list-style-type: none">Fatality or permanent disabilityStress / trauma event requiring extensive clinical support for multiple individuals | <ul style="list-style-type: none">Loss of key assets>15 % deviation from budgetSystemic and high value fraud | <ul style="list-style-type: none">Commission of inquiryNational front page headlinesStakeholder relationship irretrievably damaged | <ul style="list-style-type: none">Normal school operations ceaseSchool evacuatedRegional Office notified | <ul style="list-style-type: none">SSP goals, targets and key improvement strategies cannot be deliveredChanges need to be made to the SSP |

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

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

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

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

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

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

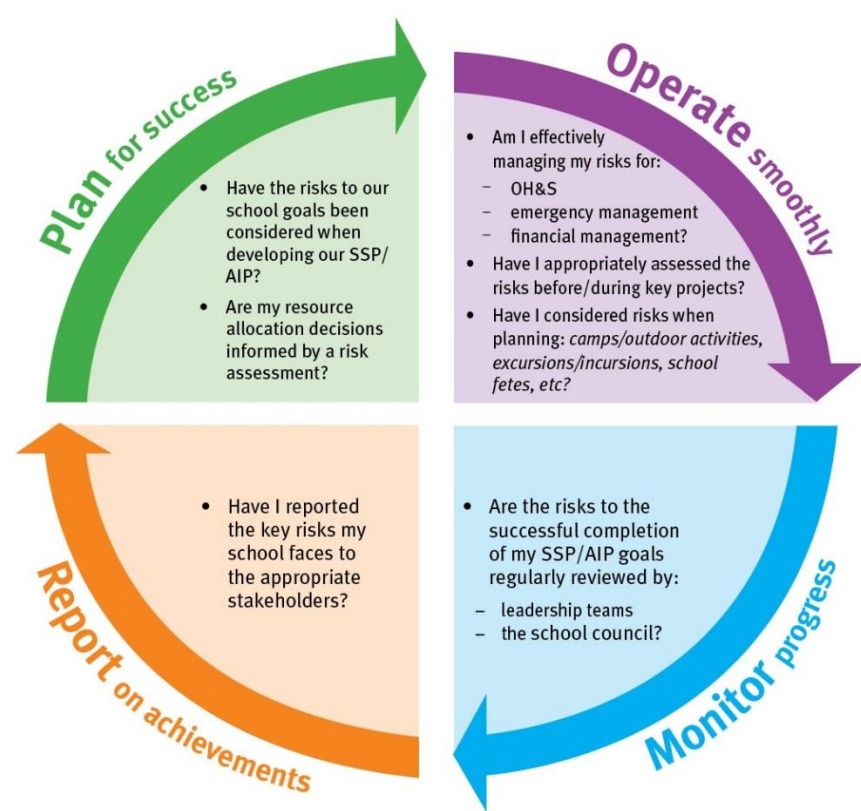
DET’s Acceptability Chart: Used to decide whether the risk is acceptable, based on the rating calculated.

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

Find Risk Management on eduGate

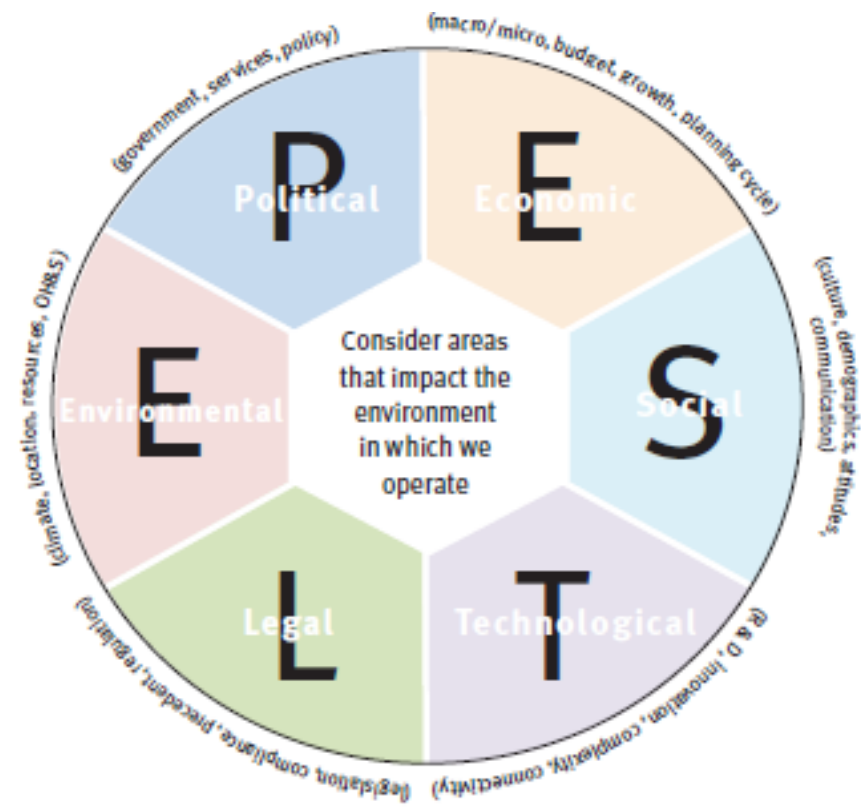
School Cycle - where schools should use risk management

Utilise risk management at all stages of the school cycle, to drive decision making, establish priorities and allocate resources. Risk management should be based on the best information available. Effort expended should be proportionate to the risk and benefits should be balanced against the risk.



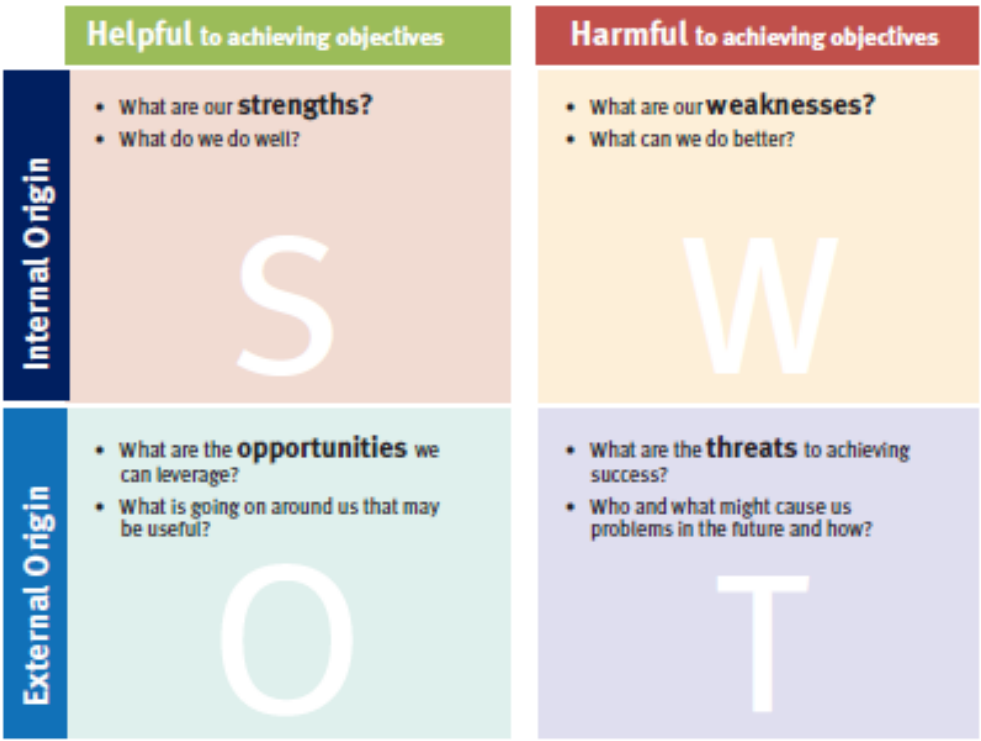
PESTLE Analysis - used to establish the context

PESTLE - (political, economic, social, technological, legal, environmental) is a useful tool to analyse the operating environment and to understand any other factors that contribute to it. It may be beneficial to involve your key stakeholders when conducting this type of analysis.



SWOT Matrix - used in risk identification

A SWOT Matrix (strengths, weaknesses, opportunities and threats) is a useful tool to analyse the environment and establish current issues and future risks. It may be beneficial to involve your key stakeholders when conducting this type of analysis.



Appendix 2

VOLUNTEER PARTICIPATION FORM

Dear Parent/Volunteer,

Thank you for offering to help with the **(insert name of event/excursion)** on **(insert date and time)**.

During the excursion you will:

1. Remain under the supervision of a qualified staff member at all times.
2. Be required to follow the directions of staff at all times.
3. Be expected to comply with venue policies/code of conduct such as no smoking and sun protection.

Prior to the excursion you will:

1. Be required to provide the school with a copy of a **Working with Children check** (see details next page)
2. Be provided with information about the educational objectives and your responsibilities in regard to the children participating in the excursion.
3. Be provided with written details such as the timetable for the day's events, staff names etc.
4. Be asked to provide emergency details for yourself prior to the excursion and permission for the teacher in charge to seek emergency medical treatment and or an ambulance service on your behalf if required.

.....
Kananook Primary School

VOLUNTEER PARTICIPATION ACKNOWLEDGEMENT



I, _____ understand and accept the responsibilities and conditions as noted above, and agree to volunteer for the above event/excursion.

I authorise the teacher in charge to seek emergency medical treatment or ambulance transport on my behalf if required.

Personal contacts to be notified in case of an emergency are:

| Contact 1 | Contact 2 |
|-----------------|-----------------|
| Name: | Name: |
| Relationship: | Relationship: |
| Contact number: | Contact number: |

Contact details of medical practitioner or medical service:

Printed name:

Signature: _____ Date: _____

The Kananook staff and students thank you for assisting with our event/excursion.

Appendix 3

Working with Children Check

Legislation

In 2006, the Victorian Government introduced a new checking system to help protect children under 18 years of age from physical or sexual harm. The system, established under the *Working with Children Act 2005* (the Act), was phased in between April 2006 and June 2011. Employers, volunteer organisations and agencies must ensure that any staff or volunteers who need a Working with Children (WWC) Check have applied for one.

How do I get a Working with Children Check done?

The first step is to complete an application form. Forms can be obtained from and lodged through Australia Post outlets in Victoria. The Department of Justice will process the WWC Check and issue you with an Assessment Notice, Interim Negative Notice or Negative Notice.

For more information and the required forms, go [to Department of Justice – Working With Children Check](#).

How much does it cost?

There is no fee for volunteers.

What does a Working with Children Check cover?

The information obtained for the WWC Check includes:

- a national police records check
- a review of relevant findings from prescribed professional disciplinary bodies
- monitoring of card holders for new charges, convictions or findings of guilt and new relevant professional disciplinary findings.

How long is it valid for?

Five years, unless revoked due to a change in the cardholder's circumstances. If you're a Working with Children Check card holder you must advise the Department of Justice of the following to maintain the card:

- any 'relevant change in circumstances', including if you change your name
- any change of address details
- any change of employer or volunteer organisation, including changes to their contact details.

Where can I get further information or resources?

Contact the Victorian [Department of Justice – Working With Children Check](#)

GPO Box 1915

Melbourne VIC 3001

Telephone: 1300 652 879

Email: workingwithchildren@justice.vic.gov.au