

JANUARY 2025

Off-Campus Activities Planning Procedures

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Key Updates – January 2025

Summary of changes to the Off-Campus Activities Planning Procedures from October 2024 – January 2025.

Section	Section Heading	Change
6.2.	Unsuitable activities Quad bike riding including All Terrain Vehicles (ATVs) and side-by-side vehicles	Minor update – note to entry added to clarify easing of restrictions for VET students only. All other students remain prohibited from using quad bikes/ATVs/Tractors/Side-by-sides.
6.2.4	Laser Tag restrictions	Major update – section revised. Removal of restrictions to allow all students to participate in laser tag game play as an off-campus activity with a commercial business. Activity remains subject to specific requirements. <ul style="list-style-type: none"> Lifting of requirement for secondary and senior secondary school students that participation in laser tag game play can only be made where a glove like device is used. Clarity provided on additional requirements for Primary School Students – a glove-like device must be used.
8.1	Insertion of Target Archery as an activity	Major update – inclusion of new activity.
9.9	Rock Climbing – Natural Surfaces	Minor update – Further clarification and requirements for students participating in Single Pitch Guided Climbing Experiences.
9.10	Rock Climbing with Auto-belay System	Minor update – Further clarification on the use of auto-belay systems and requirements to confirm student connections.
16	Off-Campus Activities Flowchart	Minor update to the flowchart to reflect the clarification of intrastate ferry travel procedures

1 Purpose

The Off-Campus Activities Planning Procedures outline the requirements and responsibilities of Department for Education, Children and Young People (DECYP) staff to identify and mitigate risks associated with off-campus activities to keep children, young people, staff and volunteers safe.

These Procedures apply to all Tasmanian Government education sites where they take place away from the normal place of attendance or outside normal operational hours, including schools (pre-Kindergarten through to Year 12) and all Child and Family Learning Centres (CFLCs). These Procedures have been updated in relation to learners under the supervision of educators.

These Procedures apply to these sites when planning a DECYP activity (see [section 3](#)), and provide specific requirements for minor and major excursions, and when planning specific activities such as recreation or adventure activities.

These Procedures do not cover DECYP's arranged work placements as defined in the [Work-based Learning Policy](#) (staff login required). Staff should refer to that Policy when planning work placements. Information in these Procedures may assist in planning work placements.

The Procedures do not cover planning activities for children and young people within youth justice, child safety and Out of Home Care (OOHC) contexts.

Note: The Department for Education, Children and Young People (DECYP) was established on 1 October 2022 bringing together the former Department of Education with the former Department of Communities Tasmania. Work is currently underway to develop consistent policy and guidance about managing our duty of care across all DECYP services and contexts where children and young people may participate in activities involving an inherent level of risk.

2 Overview

Off-campus activities are an important experience of all learners. Off-campus activities are offered in a diverse range of ways and across a wide variety of locations.

These Procedures provide advice, guidance and support for schools, colleges and CFLCs to manage risk when planning off-campus activities. The Procedures include overall requirements that apply to every DECYP off-campus activity and additional requirements and information for specific off-campus activities, especially those that involve greater risks such as recreation (e.g. water-based) and adventure activities.

Managing risk is a key responsibility of our work to ensure children and young people are known, safe, well and learning. To reduce the likelihood of risk, DECYP schools and CFLCs are required to proactively manage all aspects of off-campus activities. Schools and CFLCs have a duty of care for students as set out in the [Duty of Care for Students on Departmental Educational Sites](#). This duty of care extends beyond the educational site to student participation in off-campus activities. It is important to note the duty of care process for CFLCs differs to schools.

All DECYP staff, volunteers and external providers of programs, involved in the planning of off-campus activities must:

- be aware of and understand these Procedures; and
- review and comply with all requirements when planning all off-campus activities.

The Procedures contribute to a suite of resources which support DECYP's commitment to safeguarding the rights of all children and young people to have an education, to be heard and to be kept safe from harm.

3 Determining if the activity is a DECYP activity

Schools and CFLCs must determine at the outset whether an activity is a DECYP activity.

3.1 How to determine if the activity is a DECYP activity

Ask this question first - “in whose care is the child/student?”

It is a **DECYP activity** when it is supervised by DECYP staff (and may include external providers, school volunteers or parent help under supervision of DECYP staff) and:

- the activity occurs during school hours, which includes transport to and from the activity (School Sports Association events are included)
- the activity is not on school grounds but is in school time (for example, students visiting an outdoor climbing venue)
- the activity is overnight, for example camping or bushwalking, and part of the school curriculum.
- the activity is controlled and organised by DECYP/school staff (for example, a school play, school athletics carnival, overnight school camps/interstate and international school trips).

It is not a **DECYP activity** when:

- the activity is on school grounds, but is after school or on weekends and is organised by a third party (for example, a soccer club) and/or
- the activity is controlled and organised by an external organisation/provider/independent sporting club and occurs only outside school hours, even when schools co-ordinate teams and provide uniforms (for example, after school training and weekend soccer/netball organised by a soccer / netball association; and/or
- parents pay subscriptions through an association which may cover insurance in the event a child is injured on the field (for example, after school training and weekend soccer organised by a soccer association).

When unclear if it is a **DECYP activity** or when uncertainties or concerns remain about a proposed activity, you **must** contact [Learning Services](#) and/or Legal Services at Legal.Services@decyp.tas.gov.au for further assistance.

3.2 When the activity is not a DECYP activity and occurs OUT of school hours

If a non-DECYP activity occurs out of school hours, parental consent is not required and must not be sought by the school.

Schools must not try to take any control over the activity but can pass on the organising body's information etc to parents/carers. This is because, if a child/student is injured during the activity due to the negligence of the organisation or person conducting the activity and the school has given the impression that it has some involvement or control over the activity, which in fact it doesn't, there may be an expectation in parents/carers' minds that it is a school activity. This may result in legal proceedings being instituted against DECYP in the first instance.

- An example of a non-DECYP organised activity is an activity provided by a private company such as abseiling that parents/carers take their children to on weekends. Whilst fliers may have been forwarded to parents/carers from the school, it is important that schools make it clear to parents/carers that it is not a DECYP activity and that parents/carers need to make their own enquiries of the provider when deciding to allow their child to participate.

An example template that can be used for non-DECYP activities provided by an external organisation/provider/independent sporting club etc. is available at Appendix 1. Please note that this has been drafted for a basketball competition but can be adapted as required. Assistance can be obtained from Legal.Services@decyp.tas.gov.au in adapting the form to school requirements.

3.3 When the activity is not a DECYP activity and occurs DURING school hours

If an activity is not being organised by a school but occurs during school hours, it is critical that schools have all the information about the activity. For non-DECYP activities that occur within school hours a principal has a non-delegable duty of care to ensure students are safe and accounted for. Principals must provide all information about the activity to parents/carers who then give informed consent as to whether or not their child participates. Consulting and communicating with the other Person Conducting a Business or Undertaking (PCBU) regarding the activity **must** be part of a principal's due diligence in risk assessing the activity.

For example, the All Schools Cross Country conducted by Athletics Tasmania at Symmons Plains is a non-DECYP activities that occurs within school hours. In this situation, schools are responsible for ensuring that parents/carers are aware that their child is participating in a non-DECYP activity during the race itself and **must** specifically consent to their child's participation in the race. Outside the race, students are participating in a DECYP activity as they are supervised by teachers or other parents/carers approved by the school.

3.3.1 Responsibility for student transport and supervision in a non-DECYP activity that occurs during school hours

Student transport is the responsibility of schools. In regional areas schools may combine to transport students on buses hired by schools. Transporting students in private vehicles by parents/carers or volunteers is only to occur when there is no other suitable arrangement and is absolutely necessary. The parent/carer and/or volunteer **must** hold a current Registration to Work with Vulnerable People (RWVP).

Schools **must** ensure that specific parental consent for such transport has been given using the [Transport and Supervision Consent form](#) (staff login required). Schools are also responsible for supervising students throughout the entire day. Schools may use volunteers to provide this supervision but must seek specific parental consent if this occurs. Both consents can be given on the [Transport and Supervision Consent form](#) (staff login required). Contact [Legal Services](#) for assistance if required.

3.3.2 Responsibility for medical needs in a non-DECYP activity that occurs during school hours

Staff **must** consult and review the medical management and/or medical action plan/s before the student goes on camps, excursions, onsite special events, non-DECYP activities that occur during school hours (e.g. class parties, cultural days, sports or swimming events), and specialist school transport before and after school (when the driver is directly employed by the school).

For example, students with asthma may need medication with them during an All Schools Cross Country race. Planning for the medical needs of these students is the responsibility of the school. Any school risk management plan **must** address risk minimisation strategies for these activities.

4 Quick Reference Guide off-campus activity forms and plans

Quick reference guide to the forms and plans required when planning off-campus activities.

Form / Plan	Minor excursion	Major excursion	Completed on every occasion	Completed Annually
DECYP's School Event WHS Risk Management Plan	✓	✓	✓	
RWVP checked (online RWVP validation tool) for DECYP and non DECYP staff involved in the off-campus activity.	✓	✓	✓	
Medical Management Plans reviewed prior to planned activity	✓	✓	✓	
Medical Action Plans reviewed prior to planned activity	✓	✓	✓	
Transport and Supervision Consent form	✓	✓	✓	
Minor Excursions Consent Form	✓			✓
Verbal Consent Form (when appropriate)	✓		✓	
Minor Excursion Approval Checklist	✓		✓	
Checklist 1 - Minor Excursion	✓		✓	
Checklist 2 – School-Based Major Excursion		✓	✓	
Checklist 3 – Interstate and Bass Strait Major Excursion		✓	✓	
Checklist 4 – Caving Application Major Excursions		✓	✓	
Caving Application Form		✓	✓	
Major Excursion Approval Checklist		✓	✓	
Major Excursion Consent and Medical Information Form		✓	✓	✓
Consent Form for Aquatic Activity for water-based swimming activities (classified as major excursions)		✓	✓	
Application for School Group Travel Warrant – Interstate		✓		
Overseas Travel Checklist		✓		

5 Roles and responsibilities

5.1 Principals

Principals have overall responsibility for all off-campus education programs and for individual activities that make up the program.

The Principal is responsible for:

- ensuring the Procedures for any activities are met and where necessary reference made to other relevant resources identified for particular activities
- appointing a registered teacher as Teacher in Charge for class excursions who has the authority to make decisions that will be supported and implemented by all other excursion and/or activity staff
- approving operational arrangements including any variations to off-campus activities when discretion is used in decision making including modifying plans and actions based on advice from activity qualified guides or instructors
- ensuring specific risk management plans (RMPs) for the activity/activities are in place and adhered to
- approving specific RMPs for the activity/activities.

5.2 Teacher in charge

The Teacher in Charge is responsible for:

- all decisions made during the course of the activity
- adhering to the requirements set out in these Procedures and approved operational arrangements and RMPs
- modifying plans and actions on advice from an activity qualified guide or instructor in response to prevailing conditions on the site of the activity
- conducting a head count to ensure that no student is missing, which must be completed and recorded in an attendance list before, at relevant times during, and at the completion of the activity
- ensuring the attendance list is photocopied and supplied to school admin at the beginning and end of activity and returned to the school office for filing with all other off-campus activity documentation when reasonably practicable or as soon after the activity as possible
- organising, coordinating, implementing and supervising particular activities, this may also involve seeking and responding to advice from activity qualified guides and instructors.

5.3 Teachers involved

Teachers involved are responsible for:

- organising, implementing and supervising particular activities, this may also involve seeking and adhering to advice from activity qualified guides and instructors.

5.4 Child and Family Learning Centres

The Child and Family Learning Centre (CFLC) leader is responsible for:

- ensuring parents and carers are aware of and understand their duty of care for the safety of their own child or children when participating in on-campus and off-campus activities as part of attending a CFLC as set out in the Duty of Care for Students on Departmental Education Sites
- ensuring specific RMPs for the activity/activities are in place where appropriate (for example, water awareness/swimming activities)
- approving specific RMPs for the activity/activities.

The CFLC Leader, Education Officer or Community Inclusion Worker (leading the activity) is responsible for:

- conducting a head count to ensure that no student is missing which must be completed and recorded in an attendance list before, at relevant times during, and at the completion of the activity
- ensuring the attendance list is photocopied and supplied to CFLC admin at the beginning and end of activity and returned to the CFLC office for filing with all other off-campus activity documentation.

5.5 Parents and carers

Parents and carers are responsible for:

- Ensuring the safety of their own child/children when attending Launching into Learning (LiL), pre-Kinder programs and Child and Family Learning Centres and during off-campus activities as stated in the [Duty of Care for Students on Departmental Education Sites](#).

5.6 Learning Services operations

Learning Services operations is responsible for:

- providing support and advice to schools, colleges and CFLCs when planning off-campus activities.

5.7 Work Health and Safety

[Work Health and Safety](#) is responsible for:

- reviewing RMPs for particular off-campus activities and providing feedback to [Learning Services](#) (and site if requested) prior to their approval by Learning Services
- work Health and Safety receive the RMPs and relevant supporting information from Learning Services.

5.8 Directors of Operations

Directors of Operations are responsible for:

- providing support and advice when an incident or emergency occurs.

5.9 Student Support Leader

Student Support Leaders are responsible for:

- providing support and advice when an incident or emergency occurs.

5.10 Non-teaching staff, support people, external providers and volunteers

Non-teaching staff, support people, external providers and volunteers are responsible for:

- adhering to the [Duty of Care for Students on Departmental Educational Sites](#) if they have agreed to personally supervise students during an off-campus activity
- assisting teachers to support the safety, health and wellbeing, and supervision of students during an activity or for a group of students to whom they have been assigned
- adhering to the requirements set out in these Procedures and approved operation arrangement and RMPs as directed by the Teacher in Charge.

6 Planning requirements for all off-campus activities

6.1 Education Program Planning

Successful and purposeful off-campus education activities require careful planning and organisation. While school contexts differ, all off-campus activities should be:

- an integral part of the overall education program for students
- adjusted in scope and demand to the relative capabilities of the students involved
- based around a supportive environment that provides for the differing needs and aspirations of students
- adequately resourced to ensure safety and enhance positive outcomes
- part of an inclusive program to enhance learning outcomes for all students.

When developing specific programs teachers **must** take into account:

- relevant laws and regulations (for example, personal floatation devices worn on water where required)
- the age, physical and psychological capabilities of the students and their previous experience
- the minimum age recommendations for particular activities as set out in these Procedures
- the preparation required for students to be adequately instructed in the proper use of equipment and safety requirements
- the development of particular skills among the students needed to engage safely and successfully in the activity
- the relevant special requirements such as in relation to (for example, Aboriginal sites, UV protection, behavioural expectations and the minimal impact code for environments)
- the provision of equity afforded by the activity for all students including those with disability, and specific equipment and venue considerations
- experience and/or maturity for established classes and continuous programs such as Outdoor Education classes
- the condition of the equipment and the details of the program to ensure activities are safe and minimise potential risks
- advice from the [Australian Adventure Activity Standards and associated Good Practice Guides](#) where appropriate
- the choice of venue is suitable, safe and risks are minimised
- current Public Health advice as appropriate (for example, [COVID requirements](#)).

6.2 Unsuitable and Restricted Activities

All DECYP staff have a duty of care to protect students against any risk of harm which is foreseeable. Off-campus activities must have the maximum level of supervision and safety precautions appropriate. Some activities have been deemed unsuitable where this cannot be guaranteed, or for activities not compatible with community expectations and sensitivities concerning violence and aggression. A review of unsuitable activities is carried out as circumstances warrant.

The following activities **must** NOT be undertaken:

- bungee jumping
- canyoning
- caving – for primary and secondary students (see 6.2.2 Unsuitable Activities: Caving restrictions)
- hang gliding
- parachuting or skydiving
- shooting and any use of firearms (including combat sport, paintball, archery tag and other weapons-based real life action games)
- flying ultra-light aircraft
- quad bike riding including All Terrain Vehicles (ATVs) and side-by-side vehicles – note changes have been made to the status and/or mitigations for tractors, ATVs/Quad Bikes/Side-by-Sides and Aged Care/Disability Support Placements however **changes only apply to VET students in specified circumstances. They remain prohibited or restricted for all other students.** See [catalogue of high to severe risk activities](#) (staff login only) for full details of changes.
- flyboarding (air or water)
- water skiing
- jumping castles (see 6.2.3 Unsuitable Activities: Jumping castle restrictions).

See below for more detail on each activity listed.

6.2.1 High to Severe Risk Catalogue

All prohibitions or restrictions outlined in the [catalogue of high to severe risk activities](#) (staff login only) must be adhered to for:

- all students from Kindergarten to Year 12
- all educational settings
- all education contexts including TASC and VET curriculum activities, onsite activities, off-site activities, excursions, work-based learning, school farms.

Note: Apprenticeships and Traineeships (ApTSL) are excluded from this catalogue and may continue as usual. This is due to the nature of the training agreement and employment contract related to duty of care.

In the event of an inconsistency between the recommendations in the catalogue and those published in any other DECYP policies and procedures, the catalogue takes precedence and must be adhered to until further notice.

More information about the catalogue of high to severe risk activities can be found on the DECYP [intranet](#).

6.2.2 Caving restrictions

Caving in commercial guided caves is allowed for senior secondary students.

Specific written approval for caving activities for senior secondary students (see [Caving 9.4](#)) must be sought from the Deputy Secretary Schools and Early Years through the [Caving Application Form](#).

6.2.3 Jumping castle restrictions

Jumping castles are banned until further notice.

6.2.4 Laser tag restrictions

All students are permitted to participate in laser tag game play as an off-campus activity with a commercial business, however:

- Primary students may only participate with a glove like device.
- Secondary and Senior Secondary students may participate using a glove like device or phaser (simulated weapon).

The following requirements must be met, before students can participate in laser tag:

- the educational purpose is clearly established.
- the emphasis is teamwork and physical activity, not combat and battle.
- established risk management processes are followed.
- the educational value is described in writing for, and the activity is supported by, the School Association.
- the School Association provides guidance on the conditions under which the activity is to be undertaken, such as appropriate year levels and use of camouflage clothing.
- the Principal is satisfied that the students will feel safe, secure and protected in undertaking the activity.
- the students have been given the opportunity to raise any concerns regarding the activity and these concerns have been addressed.
- students who do not wish to attend are not required to do so and are provided with alternative learning opportunities at school.
- parental consent has been obtained for the activity to be undertaken.

Important note: Photos are **NOT** to be taken by the provider or participants of students participating in an activity that involves a simulated weapon.

- The [DECYP Publications - Photo and Video Permissions FAQ document](#) provides more details around appropriate publication of photos.

6.3 Levels of Activity

There are many levels of off-campus activity. These include:

- local excursions of relatively short duration
- everyday sports and recreation activities
- low risk outdoor activities which require little specialist experience or skill
- major excursions to distant places and/or for extended periods of time, including overnight
- high risk outdoor activities of short or longer duration which require specialised skills
- high risk adventure activities of short or longer duration which require demanding specialised skills.

The level of risk and nature of the off-campus activities determines their precise requirements as well as their suitability for particular students and ages of students.

Please note: All aquatic activities, overnight excursions and Adventure Activities ([Section 8](#) and [Section 9](#)) are classified as Major Excursions.

6.4 Approval process and consent

6.4.1 Approval

The process of approval for off-campus activities is designed to ensure their value and safety. A number of actions are mandatory:

- all off-campus activities **must** have the approval of the Principal
- parents and carers **must** be given as much notice and information of each activity as possible
- all the approval requirements of DECYP regarding parental consent **must** be met
- approval should also be obtained from relevant regulatory bodies and third parties such as land managers (for example, Parks and Wildlife Service)
- activities should be safe and **must** have risk management processes in place.

For some specific activities the detailed approval requirements set out later in these Procedures must also be followed.

Principals **must** refer to and **must** comply with the DECYP [Registration to Workforce with Vulnerable People Policy](#) (RWVP) to ensure that all adults, including parents, carers and volunteers, taking part in off-campus activities have a current RWVP in accordance with this policy.

Please note: This process can take up to six weeks to complete. Application Forms and Registration Checks can be accessed here: [Registration to work with vulnerable people \(cbos.tas.gov.au\)](https://cbos.tas.gov.au)

6.4.2 Consent

Written consent **must** be sought and received from parents or carers for their student or students participating in all off-campus activities. A [Minor Excursions Consent form](#) (staff login required) is acceptable to cover low risk local activities and excursions for one school year.

Informed consent is essential for outdoor and adventure activities, even if they are an integral part of an established outdoor education course. Details **must** be communicated to parents and carers who **must** sign and return the relevant consent forms. **Please note:** Students who are approved by Centrelink or recognised by the school as independent students must sign their own consent form.

In special cases where a small group of three or four students is accompanied to a local activity by a teacher aide, parent, carer or volunteer, written agreement must be obtained from each student's parents or carers and kept on record. RMPs **must** be completed (see [6.5 Risk management](#)).

In exceptional circumstances, consent for minor excursions may be obtained verbally by phone with approval from the Principal. In these cases, information including date, time, who was contacted, their relationship to the student, identity verification details, details of the excursion, their response and who made the call must be recorded. The [Verbal Consent form](#) (staff login required) must be used and recording of this consent must be in the Student Support System (SSS). Permission sent by text is NOT permissible in any circumstances due to the inability to validate the identity of the sender. **Please note:** Verbal consent is NOT acceptable for major excursions.

6.5 Risk management

DECYP is cautious about any risks that have the potential to impact negatively on:

- the safety and wellbeing of children, young people, and their families, and clients
- the safety and wellbeing of workers.

Managing risk is a key responsibility for our work to ensure children, and young people are known, safe well and learning. It is essential that risk analysis is conducted as part of the delivery of off-campus activities by each school, college or CFLC (as appropriate). RMPs and associated processes must be documented and in place for all off-campus activities. The nature of the risk management processes required are determined by the nature of each particular activity. The risk management process will enable a decision about whether the activity is a minor or major excursion.

Risk management planning is a collaborative process. This requires communication with those involved in the school as well as people in relevant external agencies and within DECYP. In general terms the risk management process should encompass:

- establishing the context including potential risks
- identifying the risks to students, teachers, staff, parents/carers and other adults involved
- monitoring the management of risks for students with identified pre-existing major medical issues
- analysing the risks including actions to minimise them
- evaluating the risks to determine the viability of the activity for the participants and to prevent any foreseeable difficulties or avoidable dangers
- treating the risks to prevent any foreseeable difficulties or avoidable dangers
- communicating to parents/carers and obtaining written consent
- monitoring during the activity and reviewing after.

[DECYP's School Event WHS Risk Management Plan](#) must be completed for ALL off-campus education activities and signed off by the Principal (staff login required). For more information please refer to the [Risk Management Plan Preparation – Information Sheet](#) (staff login required). It is highly desirable for schools to develop a standardised risk management process.

Any variations to a non-mandatory but recommended approach (for example, staff/student ratios) **must** be documented in the risk management plan for each activity. This should be done in consultation with the staff involved in the programs or activities, and where appropriate, volunteers and/or external service providers.

Where discretion is used, it must be informed by the principles of risk management. The reasons for the decision adopted when exercising discretion **must** be documented.

For information about work health and safety and risk management to help create a healthy and safe working and learning environments for staff, students and others refer to the [Work Health and Safety portal](#) on the DECYP Intranet.

If the excursion involves any inherent risk it is a [Major Excursion](#) (see [7.4 Major Excursions](#)), and the [Major Excursion Consent and Medical Information Form](#) (staff login required) **must** be completed.

For water-based activities the [Consent Form for Aquatic Activity](#) (staff login required) must also be completed. If there is no signed consent form obtained the student **must** NOT undertake the activity. Verbal consent is NOT acceptable for major excursions.

Staff **must** consult and review the medical management and/or medical action plan/s before the student goes on camps, excursions, onsite special events (for example, class parties, cultural days, sports or swimming events) or specialist school transport before and after school (when the driver is directly employed by the school). Any school risk management plan **must** address risk minimisation strategies for these activities.

Off-campus activities must be monitored while they are taking place and reviewed after they have been completed. This requires detailed communication with those involved and in some cases consultation with others who have particular insights and skills relevant to the activity. Using the principles of risk management, actions in school procedures may be varied in light of experience and particular conditions, unless the details are stated as mandatory.

In outdoor environments it is highly desirable to ensure students are protected from undue exposure to the weather. This may involve:

- the application of adequate sun block
- the use of hats
- available shaded spaces; and
- ensuring that students have appropriate clothing, including raincoats.

Specific consideration of incidents and emergencies for the activity must also occur in the risk assessment process, including:

- What must go right so everyone is safe for the activity?
- What are the obvious things that can go wrong?

Practical, reliable mitigation strategies with redundancy ('back-up') must be in place for the activity. The following are the key questions for staff organising the activity:

Please note: if they cannot answer these questions, it is possible they are not adequately experienced to be planning the activity.

- How are we prepared for all weather conditions?
- What is our transport plan for students/staff that need urgent medical assistance (for example, will it work if spinal or significant injuries are involved?)
- How will we communicate with the school and transport provider, so they know our location or that we are on schedule and safe during the trip? What is our back-up or alternate communications method?
- How many adults do we need so safety is supported throughout the activity?
- How will we organise ourselves to manage injured/ill students/staff, missing students/staff and/or major equipment failure?
- What insurance is in place for the venue/operator and for emergency medical transport? See Section 6.17 Insurance cover for on and off-campus activities for more information.

Further restrictions upon activities, and the required qualifications for such activities, may differ when an off-campus activity is taking place in an overseas context. Contact Learning Services for further information in the first instance.

6.6 Communications for safety and emergencies

It is essential that communications can be maintained between the school and the teachers (or the CFLC and appropriate staff) during off-campus activities. Periodic contact may be an adequate standard if ongoing communications is possible, but this should be carefully considered. This requires that:

- the Principal, or a person nominated by the Principal is available at all times from when the group departs to when they return (at least two people for ease of communication)
- relevant telephone numbers, including at least one back-up departmental phone number or contact method for emergencies, are known to those involved
- there is rapid and reliable way of contacting emergency services if needed (for example, phone coverage for Triple Zero calls, registered/high quality locator devices)
- staff **must** download the [DECYP Emergency App](#) (or similar) to the mobile devices being used during the activity
- effective alternative communication methods are available when students are in environments that are outside ordinary telephone communication.

There are several means for communication in outdoor and remote environments. These include hand-held radios, mobile phones, satellite phones, Personal Locator Beacons (PLB) and Emergency Position Indicating Radio Beacons (EPIRBs). Search and rescue personnel often have to put their own lives at risk when they respond to an EPIRB or PLB signal – it is essential to understand that an EPIRB or PLB must only be activated in a serious emergency situation.

If an incident or emergency occurs, the Principal (or their delegate) **must** be advised, once emergency assistance has been requested (for example, 000 call).

The Principal then:

- supports the Teacher in Charge to coordinate the response
- informs Director Operations or a Student Support Leader in Learning Services for additional advice and support
- coordinates advice to parents/carers as needed
- refers media enquiries (request assistance from [Communication Services](#)).

The DECYP [Security & Emergency Management Procedures](#) (staff log-in required) should be used to guide actions, unless there are trip-specific procedures.

See also related sections – [6.11 First Aid](#), [6.12 Incident Reporting](#), [6.14 Legal Issues](#), and [6.17 Insurance cover for on and off-campus activities](#).

6.7 Supervision

The Principal/CFLC leader **must** ensure students are adequately supervised on all off-campus education activities. The following requirements must be met beforehand:

- an assessment of the capabilities and needs of the students involved, including their physical and emotional maturity
- consideration of the gender balance among students and its implications for staffing
- careful consideration of gender diversity and LGBTIQA+ students - refer to the [Support Sexuality, Sex and Gender Diversity in Schools Policy](#) (staff login required)
- an evaluation of the skills, knowledge and experience of all the staff involved and their capacity to manage emergency situations
- provision of sufficient staff to meet the specified staff/student ratios for particular activities
- safeguarding requirements are met
- adherence to the maximum number of students specified for particular activities
- in certain instances, it may be appropriate for senior students to assist in activities. Students **must** NOT be given any supervision responsibilities
- for outdoor adventure activities a student assistant **must**:
 - be over 18 years of age
 - hold a current qualification pertinent to instruction or rescue in the activity
 - comply with DECYP requirements regarding the Registration to Work with Vulnerable People (RWVP)
 - such involvement is voluntary and **must** be approved by the Principal.
- names and a head count of all participants must be checked and recorded at the beginning, regularly throughout, and at the end of any activity.
 - these lists must be returned to the school/CFLC office for filing with all other excursion documents
- if parents/carers wish to collect their child from an excursion, prior notice should be given where practicable. The supervising teacher **must** have a list of these students and tick them off when they are collected. If parents/carers and/or relatives arrive to collect children without prior notice and are not known to the teacher, proof of identity **must** be requested.

Except where otherwise indicated a minimum of two staff **must** accompany students on all excursions one of which **must** be a teacher. The justification for additional or fewer staff is to be determined through the risk management planning process.

6.7.1 Staff to student ratios

When planning staff to student ratios for an excursion the following **must** be taken into account:

- the age and maturity of the students
- the location of the excursion
- specific needs of students

- anticipated behaviour of students
- the nature of the activities being undertaken referring to the [Australian Adventure Activity Standard – and associated Good Practice Guides \(australianaas.org.au\)](https://australianaas.org.au) where relevant.
- the likelihood of circumstances where a staff member may be unable to actively supervise the group (e.g. staff illness, the need to support a particular student because of illness, behaviour etc) and the time it would take for a replacement staff member to arrive at the excursion destination.

Where there are male and female students on an overnight activity, there **must** be at least one male and one female teacher/supervising adult accompanying them. For single gender groups, at least one teacher/ supervising adult must be of the same gender. For an overnight activity, if possible, it is suggested that both supervising adults are teachers. Careful consideration of LGBTIQ+ students participating in an overnight activity is expected. Refer to the [Support Sexuality, Sex and Gender Diversity in Schools Policy](#) (staff login required).

6.8 Transporting students

The [Transport and supervision consent form](#) (staff login required) must be used if students are travelling in staff or private vehicles.

6.8.1 Best practice guidance on transportation

Ad hoc/unplanned staff transportation of students should be avoided and should not happen on a regular basis.

If the student/s would be at immediate risk of harm if the transport did not occur, and there is absolutely no other option for transportation, the following measures are recommended:

- the Principal or their delegate should sight the staff member's driver licence and vehicle registration
- consent is obtained from the parent/carer
- the Principal is aware and has given their consent
- staff transporting student/s check in with the Principal prior to and on return from their travel
- where possible, two DECYP staff members within the vehicle
- the most direct route possible is taken and non-essential stops are avoided
- students should sit in the back passenger seats
- a government-leased or government-owned vehicle is used.

For further guidance on DECYPs expectations for transporting children and young people, refer to the [Guidance for the safe transport of children and young people by department employees and volunteers](#).

6.8.2 Foundation for advice

These measures are designed to promote appropriate boundary setting in the staff/student relationship and avoid creating environments which place staff and students at risk of harm. The guidance is in line with the department's recently launched [Tell Someone](#) campaign which is an initiative to raise more awareness in the community about child sexual abuse and grooming, by sharing information about what to look for and who to contact if there is concern. Similarly, the Australian Government recently launched [One Talk at a Time | National Office for Child Safety](#), a campaign which promotes that we all have a role to play in creating safe environments for children and young people and preventing abuse.

6.9 Venues

Careful assessment is required to determine the suitability of venues for particular activities. In most cases this involves a prior visit or at least prior knowledge of the venue.

Issues that need to be considered include:

- the needs of students and teachers/staff that require disability access
- the possible onset of adverse weather
- environmental sensitivities such as access, and delicate flora and fauna
- potential danger or risk factors
- whether staff can adequately supervise students at all times
- who else has access to the venue (to reduce the risk of child abuse)
- relevant land management regulations
- access in case of an emergency.

Where necessary, permission to use particular venues should be sought from the relevant authorities. All educational groups using National Parks **must** apply for access using the [Educational Exemption form](#). This form must be completed for each National Park visit.

Many streams and rivers in Tasmania are infested with Giardia. It is advisable that water for drinking should be boiled or treated with purification tablets.

6.10 Equipment

Students **must** have equipment, clothing and footwear that is suitable for the level of activity being undertaken. All outdoor equipment **must** be regularly inspected and well maintained.

The equipment **must** conform to the relevant standards stipulated in these Procedures and other relevant requirements. Emergency and first aid equipment must be carried on all off-campus education activities.

Transport to venues for activities **must** comply with transport authority requirements.

In cases where other specialised equipment is required, the leader should determine the precise details including any equipment required to cover potential emergencies.

6.11 First Aid

Overview

Schools, Colleges and CLFCs **must** consider and document first aid needs for the activity as part of their legal duty of care and obligation to assist students who are injured or sick as stated in the [Duty of Care for Students on Departmental Educational Sites Procedure \(sharepoint.com\)](#). This duty of care extends to off-campus activities. This includes taking into account the activity to be undertaken and the qualifications and experience of staff members and their knowledge of the specific medical needs of students.

First aid requirements for all off-campus activities

- Risk Management Plans: The [Risk Management Plan](#) (RMP) for the activity **must** include how schools, colleges and CFLCs intend to respond to an incident that requires first aid.
- First aid qualifications: There **must** be at least one adult available for the excursion or at the excursion site who is qualified to deliver first aid (Qualified First Aid Person. The Qualified First Aid Person must hold, as a minimum, the nationally recognised *Provide First Aid qualification HLTAID011* issued by a Registered Training Organisation to ensure DECYP's compliance with the [First Aid in the Workplace: Code of Practice](#). Other qualifications will be dependent on the nature of the activity and venue (as outlined below at 6.11.1 – 6.11.4).
- First Aid Kits: On all off-campus education activities an appropriately resourced first aid kit must be carried. This can include a full first aid kit or a small portable kit 'bumbag/waistbag' as per DECYP's [First Aid Procedure](#) and [First Aid Kits in Schools and Colleges Guidelines](#).
- Individual Student Medical Requirements: Staff **must** consult and review a student's medical management and/or medical action plan/s before the student goes on camps or excursions or onsite special events (e.g. class parties, cultural days, sports or swimming events) or specialist school transport before and after school (when the driver is directly employed by the school).
 - It is important to consult parents and carers prior to an off-campus activity to ascertain whether there have been any recent changes in medication, conditions or treatment.
 - For students with special medical conditions their medications should be carried by the teacher in charge and administered as prescribed.
 - Any school risk management plan **must** address risk minimisation strategies for these activities.
 - If a medical condition is no longer relevant, that this be reflected in the school record through Edu Point. If this does not occur, the medical condition list, as well as the off-campus activity form will not align.
- Over the counter medications: Students carrying their own 'over the counter' medications and first aid supplies **must** communicate use of these to staff.
- Adrenaline autoinjector: In the case of a student susceptible to an anaphylactic reaction, one adult present **must** be trained in administering an adrenaline autoinjector e.g. an EpiPen or Anapen.
- Emergency management: It is essential that processes between the school/CFLC and the teachers on an off-campus activity be in place for responding to emergencies that might arise due

to injury. This is a key part of the risk management plan required for all off-campus education activities.

6.11.1 First Aid Qualification Requirements: Minor Excursions

At least one Qualified First Aid Person must be available (meaning available on the activity and/or can be accessed to attend the activity at short notice, should first aid be required) and have at a minimum a Provide First Aid certificate (HLTAID011).

The Qualified First Aid Person can be:

- a volunteer
- a teacher
- an Education Support Specialist
- a teacher assistant or
- a first aider available at the excursion location/venue.

The availability of a Qualified First Aid Person must be documented in the RMP.

6.11.2 First Aid Qualification Requirements: Major Excursions

At least one Qualified First Aid Person attending must have a Provide First Aid certificate (HLTAID011). 'Attending' in this context means that a Qualified First Aid Person will attend the entire excursion, including travelling to the venue with the participants. It is not sufficient just to have a first aider available at the excursion location/venue.

6.11.3 First Aid Qualification Requirements: Excursions in a Remote Area

At least one Qualified First Aid Person with a **Provide Remote First Aid in a Remote or Isolated site HLTID013** attending.

'Attending' in this context means that a Qualified First Aid Person will attend the entire excursion, including travelling to the venue with the participants. It is not sufficient just to have a first aider available at the excursion location/venue.

A remote area is a location where the time it takes emergency medical assistance to arrive is greater than 30 minutes and could be as long as several hours. An example would be a half day or day walk on Mt Wellington.

The *Australian Adventure Activities Standards* glossary provides a definition of remote here [Core-GPG-v1.0.pdf \(australianaas.org.au\)](https://australianaas.org.au/Core-GPG-v1.0.pdf) as set out below:

- a location that is more than 30 minutes from reliable telephone access; or
- more than 20 minutes from vehicle access; or
- greater than one hour from access to professional medical assistance in all foreseeable weather (also see non-remote).

Important notes:

- access to professional medical assistance needs to account for the foreseeable possibility that professional medical assistance via helicopter may not be possible due to terrain and/or weather when determining access times.

- while some locations are technically considered remote there will be locations that may not require an adult with Provide Remote First Aid in a Remote or Isolated site **HLTID013** due to access to medical assistance via phone until further help arrives. Examples include an excursion to Clifton Beach in the south and Helen's Point in the north-east and Sphinx Rock on Mount Wellington. The risk management planning process should take into consideration access to medical assistance via phone until help arrives at the location. If, for example, the location of the activity has black spots in phone coverage, then a remote first aid qualification would need to be considered. In areas of poor mobile phone coverage, alternative means of communication must be carried. This could include Satellite Communication Devices.

6.11.4 First Aid Qualification Requirements: Excursions in a Wilderness Area

At least one Qualified First Aid Person with a Wilderness First Aid qualification (SISSS00126 or equivalent) attending.

'Attending' in this context means that a Qualified First Aid Person will attend the entire excursion, including travelling to the venue with the participants. It is not sufficient just to have a first aider available at the excursion location/venue.

A wilderness area is a location where the time it takes emergency medical assistance to arrive is greater than two hours and could be as long as several days. An example would be a multi-day walk such as the South Coast Track.

6.12 Incident reporting

Incidents and injuries **must** be reported using DECYP's [Safety Reporting System](#) (staff login required). Incident reporting is to occur once safety of the group has been restored.

The report cannot be completed offline, so the site should complete it as soon as they are able. The teacher in charge must record notes about the incident until they can contact the school and/or have network coverage again to report themselves.

Where an incident report is completed for an off-campus activity, all the excursion records must be kept until seven years after the student leaves school or the student turns 25.

Specific requirements for incidents or allegations involving child sexual abuse

Incidents or allegations involving child sexual abuse must be reported to the Strong Families, Safe Kids Advice and Referral Line (ARL) on 1800 000 123 or via an [online notification](#).

All information regarding an incidence or allegations of sexual abuse must be kept for 45 years and be recorded in line with DECYP's [Records Management Policy](#).

Note: As of October 2024, there is currently a 'Disposal Freeze' which overrides any retention periods applied to information that relates to children or young people which includes employees, contractors and volunteer records. This means that the department must retain all personnel related records until the person reaches the age of 125 years. Check the appropriate retention period with ITS and/or Legal Services prior to disposing of any information that relates to incidence or allegations of sexual abuse children or young people.

6.13 Safeguarding children and young people from abuse

All DECYP staff and volunteers have an obligation to safeguard students from abuse, including sexual abuse and grooming. Persons responsible for the planning and delivery of a DECYP activity must consider what aspects of the activity could provide an opportunity for child abuse to occur and implement strategies to prevent and respond to child abuse. Strategies to prevent and respond to concerns of child abuse include:

- Ensuring all staff, volunteers and external providers maintain a current Tasmanian Registration to Work with Vulnerable People in accordance with the DECYP's [Registration to Work with Vulnerable People Policy](#).
- Ensuring staff and volunteers have undertaken relevant safeguarding training, such as the Mandatory Reporting Training.
- Immediately reporting all instances of concerning and abusive behaviour in accordance with DECYP's policies and procedures.
- Having plans in place should someone need to be removed from the activity following an instance of concerning or abusive behaviour.

Any concern or doubt about a person's behaviour toward a child or young person **must** be reported, actioned, and recorded in accordance with DECYP policies and procedures. It is important that any concerns are taken seriously as they may be relevant to a pattern of behaviour, or the commencement of a pattern of behaviour, which indicate the person is grooming or abusing a child or young person. Tolerance of the behaviour by others is irrelevant.

If there is concern the behaviour has led, or may lead, to the abuse of a child or young person, staff, volunteers and external providers **must** follow the process in the [Mandatory Reporting Procedure](#). In instances of child sexual abuse, staff **must** also follow the [Advice for Staff - Responding to incidents, disclosures and suspicions of child sexual abuse](#).

If the matter relates to harmful sexual behaviour by a child or young person, staff are to refer to the [Responding to incidents, disclosures or suspicions of harmful sexual behaviour Flowchart for Principal/Site Leader/Delegate](#)

The paramount priority for anyone assisting in the delivery of an off-campus activity is to ensure all children and young people are safe. If staff are unsure what to do following a disclosure, suspicion or observation of abuse they can contact the relevant Director, Operations – Learning Services for advice.

6.14 Legal issues

DECYP's Legal Services Team provides advice and guidance on a broad range of legal issues. There is also information available on the DECYP intranet site.

In the case of concerns or uncertainties it is preferable to seek advice before acting in order to avoid any unnecessary complications or difficulties. Advice is also available from each school's respective Learning Services.

In the event of a major incident or an emergency the Principal **must** be advised as soon as possible.

The Principal should inform their regional Director Operations, and only they should provide information to parents and carers, and where appropriate respond to inquiries from the media.

The following **must** be documented and kept as part of the excursion records:

- information provided to parents/carers (must enable them to make an "informed consent")
- consent forms for major excursions (plus the [Consent Form for Aquatic Activities](#))
- staffing of off-campus activities (including volunteers and RWVP checks)
- venue/s details
- transport (including booking details)
- leader qualifications
- attendance lists (with head counts recorded) and
- all [RMPs](#) (staff login required).

Schools should be aware that they have obligations regarding the retention of documents. For further information about what documents must be kept and for how long, please refer to the TAHO (Tasmanian Archive and Heritage Office) Disposal Schedule for Functional Records of Government Schools and Colleges. See also related sections [6.5 Risk Management](#), [6.6 Communications for safety and emergencies](#), [6.11 First Aid](#) , [6.12 Incident Reporting](#), and [6.17 Insurance cover for on and off-campus activities](#).

6.15 Leader qualifications and experience

Leadership experience and current qualifications are important in all off-campus education activities. While leadership requirements reflect the particular activity or activities involved, the following must be adhered to during the development and implementation processes:

- All off-campus activities must be accompanied by a registered teacher, or a person agreed to by the Principal and the parents or carers of the students concerned.
- The teachers involved must be approved by the Principal.
- The teachers involved have the delegated authority to make decisions that must be implemented by all other support people engaged with the activity.
- The specific qualifications as set out in the Procedures for particular activities must be current.
- The appointment of expert sports, outdoor and adventure leaders as well as volunteers and other support people must be approved by the Principal.

Principals are to refer to the DECYP requirements regarding current Registration to Work with Vulnerable People (RWVP) in their approval process for staff and volunteers – email, wwvp@decyp.tas.gov.au. Where outside school expertise is contracted the DECYP procedures should be followed. Where necessary and appropriate, professional learning should be provided for leaders, teachers and support staff.

6.16 External providers

An external provider is a business or individual paid by the school or educational site to provide a service, venue and/or expertise appropriate to a particular activity. Examples are abseiling, rock climbing, rafting and horse riding. It also includes activities that involve students going to camps such as Gumleaves or Camp Clayton which have adventure activities on site.

Generally, external providers will have their own consent forms which parents/carers sign that may include indemnities/waivers purporting to exclude or limit their liability. If parents/carers have any questions about such forms, they are to be directed to the organisation to discuss.

DECYP/school staff cannot sign indemnities, disclaimers or other documents which absolve the external provider/contractor from liability for their own negligent acts or omissions.

Schools will need to pass on information from external providers to parents/carers so that parents/carers can make their own informed decision about whether to consent to their child's participation before signing and returning the [Major Excursion Consent and Medical Information Form](#).

If the signed Major Excursion Consent and Medical Information Form is not returned the student **must** NOT participate in the activity. Verbal or text consent is NOT sufficient. For further clarification regarding specific circumstances please contact Legal Services at legal.services@decyp.tas.gov.au

Principals **must** undertake due diligence and complete RMPs regardless of the fact that parents/carers may have signed waivers.

The suitability of an external provider may be determined from the written information they provide related to:

- recent experience (including maintained logbooks)
- current qualifications of staff, accreditation, and any other relevant training, including RWVP
- a risk management plan relevant to the activity
- appropriate insurance including public liability, minimum \$10 million (see [6.17](#) below).

Where an external provider is engaged the respective responsibilities of staff need to be clearly established with the manager of the venue/external provider.

Schools engaging external operators for activities/tours to be conducted on Crown land managed by Parks and Wildlife Service (PWS), Forestry Tasmania (FT) or the Wellington Park Management Trust (WPMT) must ensure the commercial operator holds a Business Licence issued by the Crown to conduct activities/tours on reserved land. A commercial operator can include an external provider who is receiving money from schools to provide a service and/or expertise in relation to an off-campus activity.

Note: An operator's public liability and indemnity insurances may not be valid if they do not hold a current Business Licence issued by the Crown.

Any staff, including volunteers involved in activities with students **must** have current Registration to Work with Vulnerable People (RWVP):

- any queries regarding RWVP requirements should be directed to 6165 6285 or rwvprequests@decyp.tas.gov.au
- external providers must have sufficient and current public liability insurance covering their legal liability and provide the school with access to a copy of the certificate
- external providers **must** have a current risk management plan and provide the school with access to a copy
- an external provider does not include venues that schools visit such as food outlets, museums, wildlife parks, parks. Contact legal.services@decyp.tas.gov.au if unsure.

6.17 Insurance cover for on and off-campus activities

External providers **must** have sufficient and current public liability insurance covering their legal liability. External providers need to provide proof of their valid insurance cover, usually in the form of a 'Certificate of Currency'. The minimum public liability insurance requirement for cover by external providers is \$10 million.

Insurance for emergency medical transport – Major Excursions Only

Caveats - this information:

- is for emergency medical insurance for off-campus trips in Australia only. Arrangements for overseas trips need to be checked independently using the same principles.
- is general only, because every trip and group is different, so it should be checked as part of trip planning.
- is about understanding whether or not the individual is later personally invoiced for that transport.
- may not address costs for repatriation to Tasmania due to more general injury/illness occurring on off-campus trips.
- regardless of what personal insurance is in place, in Australia, emergency medical transport will be arranged as needed, by the relevant jurisdictional ambulance service.

Context: there are two main scenarios to be aware of: 'emergency medical transport' and 'subsequent medical transport'. In plain English these phrases mean:

- 'Emergency medical transport': the transport arranged by the relevant jurisdictional ambulance service as a response to a medical emergency. It may occur by road or air.
- 'Subsequent medical transport': the transport arranged by the relevant medical health facility, for further medical treatment. It may occur by road or air, and the typical destination is another medical facility, considered more suitable for the patient's injury/illness

Emergency and Subsequent Medical Transport – Example

A student is injured on a ski slope and is taken by ambulance to the local base hospital (this is an example of emergency medical transport).

After initial assessment/treatment, the medical professional in charge decides it is necessary for the patient to receive further treatment which they cannot provide and arranges medical transport to another facility (this is an example of 'subsequent medical transport').

- Private health insurance can be taken out at a reasonable cost to cover some emergency medical transport costs (e.g. in July 2022 Bupa's online quote system showed 12-month policies for between \$45-120 per person. Other insurers may have similar products).

What is and is not covered by private health insurance for emergency medical transport:

- Tasmanian residents, in Tasmania, will be transported for emergency medical treatment by road, at no additional cost.
- Tasmanian residents, travelling inter-state, may incur costs for emergency medical treatment by road (especially in South Australia and Queensland).
- Subsequent medical transport by road, in Tasmania or in any other jurisdiction, may also incur additional costs.
- If an ambulance service issues an invoice to the patient for medical transport by road, the patient should contact Ambulance Tasmania, to access any assistance currently available through reciprocal arrangements between the jurisdictional ambulance services.

- Tasmanian residents in any jurisdiction (including Tasmania) can expect to incur costs for emergency medical transport and subsequent medical transport, by air.
 - Typically, invoices are sent directly to the patient, and the patient is responsible for meeting those costs. Those costs can range between \$2,000 - \$30,000 or more.
- International students are not covered by any of these arrangements. They must have their own insurance (contact Government Education and Training International ([GETI](#))) for further details.

Actions for organising staff:

- Confirm the status of the people on the trip (students and staff/other adults) – are they Tasmanian residents or international students (if international students, contact GETI)?
- Network with other trip organisers about insurance for similar trips and locations – share knowledge to reduce duplication but be satisfied your information is current and relevant to your trip.
- Check current emergency road transport arrangements for your destination jurisdiction/s:
 - Ambulance Tasmania website:
http://www.dhhs.tas.gov.au/ambulance/fees_and_accounts.
 - AUS Government also has information on their website about what is and is not covered by Medicare -
<https://www.privatehealth.gov.au/healthinsurance/whatiscovered/ambulance.htm>.
- If relevant, check what the commercial trip organiser's insurance covers in terms of emergency medical transport (road and/or air). It may be 'nil'.
 - Read the insurance policy or PDS (Product Disclosure Statement) and specifically check on provisions for emergency medical transport by road and by air.
 - Also check what the situation is for subsequent medical transport by road and by air.
 - Good questions to ask are:
 - Does the insurance cover all transport related to treating a condition/injury/, or only emergency transport for the condition/injury?
 - Does the insurance cover road and air transport?
- Inform all trip participants of the insurance situation (provide advice about what is and is not covered), so they can make their own decisions about whether or not to look into additional insurance.

Final Points:

- The TRMF (the Tasmanian Government's self-insurance fund) does not cover students (for employees only). For further information on the TRMF, contact DECYP's Internal Audit unit.
- Insurance is not considered a solution, but a supporting treatment option. In all cases 'prevention is the cure' and is why the risk assessment aspect to planning activities is critical.

7 Major and Minor Excursion Requirements

Off-campus education activities may have specific requirements determined by the nature of the activity. These requirements are set out below. DECYP's Legal Services team provides advice and guidance on a broad range of legal issues. See the [Legal Services Toolkit](#). Use this flowchart as a guide to determine if the activity is a minor or major excursion (see Appendix 2).

7.1 Defining Excursions

Off-campus excursions are considered in two categories: minor or major excursions.

Excursions are generally considered to be **minor excursions** if they are a day excursion/activity (start and end on the same day, within the normal operating hours of a site) and do not involve adventure or higher risk activities. **Major excursions** are defined as any aquatic or adventure activities or any recreation activities, including day trips longer than the sites normal operational hours or overnight excursions, with inherent risk.

However, sites should take a risk-based approach to determining whether an excursion is minor or major. Determining factors may require the activity to be classified as major rather than minor include consideration of driver fatigue, weather, location (remoted), availability of medical support and young person's behaviour over the duration.

The [School Event Risk Management Plan template \(staff login required\)](#) must be completed for any off campus activities to assist in identification of risk.

Importantly, schools should consider the following questions in their planning:

- Are there any aquatic activities, any recreation activities with inherent risk, any adventures activities? (If no, it is minor excursion, if yes, it is a major excursion)
- Is the activity outside of normal school hours? (If no, it is minor excursion, if yes, it is a major excursion)

If in doubt as to whether it is a minor or major excursion contact [Learning Services](#) for advice.

7.2 Excursions: Ratios and Qualifications

Activity	Ratios	Qualifications
Minor Excursions	<p>A class requires two adults, one of which must be a teacher.</p> <p>Refer to the 6.7 Supervision section for guidance on ratios.</p> <p>For other groups see note below.*</p>	<p>For class excursions the leader must be a qualified teacher.</p> <p>Refer to the 6.11 First Aid section for information about first aid qualifications.</p>
Major Excursions	<p>In most situations a minimum of one adult to every fifteen students.* Wherever possible the ratio of teachers to adult volunteers should be at least two to one.</p> <p>Overnight activities with mixed gender groups must have at least one male and one female teacher/supervising adult.</p> <p>Refer to the 6.7 Supervision section for guidance on ratios.</p>	<p>The leader must be experienced as required by the qualification outlined under the specific activity guidelines or have access to appropriately qualified personnel.</p> <p>Refer to the 6.11 First Aid section for information about first aid qualifications.</p>

*Decisions regarding teacher/student ratio **must** take into account factors such as the age of the students, their maturity, location of the excursion, specific needs of students, anticipated behaviour, and the nature of the activities to be undertaken. Principals may implement enhanced measures to cater for the safety of students.

7.3 Minor Excursions

Minor excursions are defined as educational value activities undertaken off site that start and end on the same day (within that site's normal operational hours).

Scope

Minor excursions include:

- visits to parks, including parklands adjacent to site.
- visits to beaches (excluding swimming or any aquatic activities)
- visits to local museums, art galleries and historical sites
- visits to environment centres
- sports days (excluding aquatic activities)
- urban walks
- transport may be by walking or bus travel
- any other activity deemed to be minor by the site.

Safety

If the activity includes a visit to a beach, but does not include entry into the water, then no water-based qualification is required. If entry into the water is required, then this is an aquatic activity which is addressed below. A risk-based approach should be implemented on the age of the students and any behavioural considerations when in the vicinity of water.

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Approval

Blanket permission from each student's parents/carers **must** be received in writing for each school year. If permission has not been given by parent/carer on the enrolment or validation form then a [Minor Excursion Consent Form](#) (staff login required) must be completed. Students who are approved by Centrelink or recognised by the school as independent students must sign their own consent form.

Parents and carers should be given an adequate description of the activity and what is involved and provided with the opportunity to exclude their child from the activity. They must provide written notice and the reasons for withdrawal.

Schools **must** use the [Minor Excursion Approval checklist](#) (staff login required) and should develop an internal administrative process to deal with minor excursions. This process must record details of:

- the itinerary
- student names, including records of attendance and head counts during the activity
- staff names, including volunteers and RWVP checks

- transport details
- costs
- safety and risk management:
 - contact numbers and contact persons
 - methods of communication to parents/carers
 - RMPs

Supervision

A copy of the student names and staff members/volunteers' names must be lodged at the school/CFLC office, and a copy given to the Principal/CFLC leader, or a person nominated by the Principal/CFLC leader.

Supervising adults must be instructed as to their duties and roles by the teacher in charge or CFLC equivalent.

At all times, students **must** be in the care of a supervising adult. Younger students **must** NEVER be unsupervised.

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists **must** be returned to the school/CFLC office for filing with all other excursion documents.

Transporting students

For information about transporting students see [Section 6.8](#)

Qualifications/Experience

The teacher in charge **must** have experience in managing groups in off-campus environments.

The teacher/leader in charge **must** have detailed knowledge of the area and the potential hazards in the area. In most cases this involves a prior visit or at least prior knowledge of the venue.

At least one adult involved **must** have the relevant activity qualifications if the students are working in bush and/or aquatic settings.

Refer to 6.11 First Aid for first aid requirements. Staff should have suitable medical/first aid training for the environment of the activity.

Equipment

Teachers and leaders **must** ensure students have appropriate clothing, footwear, and equipment for the activity, as well as adequate food, water, and sun protection. An appropriate first aid kit must be available. Refer to 6.11 First Aid for first aid requirements. An appropriate means of communication with the school is required.

Venues

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Ratios

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity, which is no greater than a normal class size with two adults, one of which **must** be a teacher. The justification for additional or fewer staff is to be determined through the risk management planning process. Refer to [6.7 Supervision](#) for information on determining ratios.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

7.4 Major excursions

Major excursions are defined as any aquatic or adventure activities or any recreation activities, including day trips longer than the sites normal operational hours or overnight excursions, with inherent risk.

Scope

Major excursions include:

- overnight and residential excursions which are not inherently dangerous such as camps for Art or Music
- any aquatic activity
- excursions or recreation activities that have an inherent risk factor
- all adventure activities listed in [Section 9](#) below
- Interstate excursions
- International excursions.

Safety

Refer to [Section 6. Planning requirements for all off-campus activities](#), [Section 8. Specific requirements – Recreation Activities](#) and [Section 9. Specific Requirements – Adventure Activities](#). Any other safety concerns determined by the school's or college's risk management plan for the off-campus activity **must** also be considered.

Approval

Written consent for the activity including information about medical conditions, requirements and details of any medication **must** be obtained from each student's parents or carers and recorded using DECYP's [Major Excursion Consent and Medical Information Form](#) (staff login required). For any excursion involving aquatic activities the [Consent Form for Aquatic Activity](#) (staff login required) is mandatory and if there is no signed consent form obtained the student must not undertake the activity. Students who are approved by Centrelink or recognised by the school as independent students **must** sign their own consent form.

In the event the activity is an ongoing part of school curriculum (for example a Health and Physical Education/Outdoor Education course/Swimming and Water Safety Programs and so on) which involves swimming and other off-campus and aquatic activities, both a [Major Excursion Consent and Medical Information Form](#) and [Consent Form for Aquatic Activity](#) **must** be signed by parents/guardians. They may be signed annually; however, it is preferable that these are done each term. These consent forms **must** provide all details of the activities that students will undertake during these programs. The details of these programs **must** be attached to the consent form for parents/guardians to keep.

Schools **must** also inform parents/guardians at least the week before the off-campus activity and provide details of the date, location and any special requirements. In these communications schools **must** have an alert that parents/guardians **must** notify schools if there is any change to information previously provided (for example, medical or emergency contact information).

In the event that an off-campus activity is an additional activity (for example, a swimming carnival or end-of-year picnic to the beach) a further [Major Excursion Consent and Medical Information Form](#) and [Consent Form for Aquatic Activity](#) must be signed by parents/guardians. If the off-campus event does not involve an aquatic activity only the [Major Excursion Consent and Medical Information Form](#) **must** be completed, signed, and returned.

Parents and carers should be given full information about the activity or activities including a description of:

- the educational objectives
- nature of the activities and location
- dates and times and duration of activities
- travel and accommodation arrangements
- costs (if applicable)
- equipment requirements
- relevant staffing details
- contact numbers.

For Bass Strait Islands and interstate travel that require students to fly or travel by boat, please refer to [Travel Policy](#) (staff login required) as an [Application for School Group Travel Warrant](#) (staff login required) **must** be completed.

For information on billeting, [click here](#) (staff login required).

For international excursions schools **must** adhere to the [DECYP Overseas Travel Checklist – School Group Travel Requirements and the Overseas Travel - School Group Policy](#) (staff login required).

Schools and CFLCs must use the [Major Excursion Approval checklist](#) (staff login required) and should develop an internal administrative process to deal with major excursions including a process that ensures recording details of:

- the itinerary
- student names
- appropriate parent or carer consents
- medical details and requirements
- staff names
- transport details
- costs
- safety and risk management
- contact numbers and contact persons.

The Principal/CFLC leader should ensure that all relevant DECYP forms are completed and signed.

The Principal/CFLC leader, or a person nominated by the Principal, should be contactable at all times after hours by means of a designated emergency telephone number.

For insurance purposes, a record of the volunteers accompanying the excursion **must** be kept.

Supervision

A copy of the student names and their home contact telephone numbers and that of staff members **must** be lodged at the school office and a copy given to the Principal, or a person nominated by the Principal.

Staff and volunteers on the excursion should have a copy of the student names and their home contact telephone numbers.

Teachers involved in the excursion as well as the Principal and the school office should have a copy of any medical issues or requirements for particular students.

Supervising adults **must** be instructed, by the teacher in charge, as to their duties and roles, including the grouping of students for supervisory and activity purposes.

Staff involved should be in a position, with relevant telephone numbers, to contact Police or Emergency Services in the unlikely event of an incident that requires their assistance.

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists **must** be returned to the school office for filing with all other excursion documents.

Transporting students

For information about transporting students see [Section 6.8](#).

Qualifications/Experience

- At least one teacher involved **must** have a current Provide First Aid certificate (HLTAID011).
- Staff on the activity should have suitable medical/first aid training for the environment they are planning to utilise for the activity/activities. Refer to 6.11 First Aid for requirements.
- The teacher in charge **must** have experience in managing groups in off-campus environments.
- The teacher in charge **must** have detailed knowledge of the area and of potential hazards in the places to be visited.
- At least one teacher involved **must** have current, relevant activity qualifications if the students are working in bush and/or aquatic settings or engaged in adventure activities.
- It is desirable for teachers, in addition to the teacher in charge, and supervising adults to have previous experience of working with students on major excursions.

Equipment

Teachers and leaders **must** ensure students have appropriate clothing, footwear and equipment required for the excursion, taking into account the duration of the excursion and the nature of the place or places visited.

Adequate water and sun protection should be provided each day. A comprehensive first aid kit must be carried at all times.

An appropriate means of communication must be carried at all times as a point of contact to the school and as an emergency contact point.

Venues

A visit to the venue is required to determine potential hazards, vehicular access, environmental issues, risk features and communication issues.

Land Managers and Agency Managers should be contacted as appropriate for the particular venue(s). Access to emergency services should be established for each place to be visited.

Ratios

In most situations there should be a minimum of one adult to every fifteen students. Wherever possible the ratio of teachers to adult volunteers should be two to one.

In some environments and for lengthy excursions the ratio of adults to students will need to be lower than fifteen students to one adult.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

8 Specific Requirements – Recreation Activities

Particular off-campus education activities may have specific requirements determined by the nature of the activity. Refer to the [Australian Adventure Activity Standards](#) for guidance.

- [Target Archery](#)
- [Boating and sailing](#)
- [Cycle touring](#)
- [Fishing](#)
- [Four-wheel driving](#)
- [Horse riding](#)
- [Orienteering](#)
- [Small wheel sports](#)
- [Surfing](#)
- [Swimming](#)
- [Walkathons](#)

8.1 Target Archery

Scope

This guideline relates to student participation in target archery as an activity to support curriculum delivery.

Note: In this activity context, target archery equipment is not being used as a weapon and archery bows are not classified as a firearm in Tasmania.

Note: This activity guidance does not include field archery (form of archery where participants shoot at various sizes and types of targets, usually pinned on bales, in challenging outdoor settings) or archery tag activities. Field archery, archery tag and other forms of archery (other than target archery) are currently not permitted as suitable activities.

Safety

The following safety strategies must be employed by the teacher/instructor:

- Students must remove jewellery and other ornaments likely to cause injury.
- Equipment must be made inaccessible to students when not under the direct supervision of the teacher/instructor.
- A set of communication signals must be established that give all participants clear instruction/indications when they can move to the shooting line, commence shooting, cease shooting and retrieve arrows. Use of a whistle or horn/blower is recommended.
- Supply students with individual quivers where possible.

The following guidance should be followed for a safe archery range:

- There must be a clearly visible straight line on the ground, (called the shooting line) and archers may only launch their arrows standing astride this line.
- There must be only one shooting line for all archers, even if they are not shooting the same distances. Targets may be placed at different distances for different target lanes.

Safe shooting guidance:

- Archers must shoot only in the target lane corresponding to their place on the shooting line.
- A 'waiting line' should be established a minimum of two (2) metres behind the 'shooting line'.
- Shooting should be in one direction only.
- Archers aim continuously toward their target when drawing their bow. The bow must not be drawn in such a way that if the string was accidentally released the arrow would fly out of the safety zone.
- When archers finish shooting they must return to the 'waiting line'.
- Archers must only point knocked arrows in the direction of the target.
- Archers should not draw a bow, with or without an arrow in it, unless the archer is standing facing the target and intending to shoot.
- Archers should not retrieve arrows which fall from the shooter's bow in front of the shooting line, until a 'cease shooting' signal is given.

- Archers should place bows on racks or on the ground next to the shooting line when they have finished shooting, and then step back. When the shooting line is clear, a signal should be given to retrieve arrows.
- Ensure all arrows are retrieved at the same time.
- If more than two archers are shooting at the same target, nominate a person from each group (e.g. target captain) to withdraw arrows from their target, while other archers stand back at a safe distance and to one side of the target to prevent eye injury on withdrawal of the arrows.

Approval

No specific requirements beyond [Section 6 Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

A registered teacher must be appointed to maintain overall responsibility for the activity, particularly where an adult other than a teacher is engaged for instruction.

Students must be in Year 7 or above to participate.

Equipment

Targets must have butts that will stop arrows and the range must be set up with parallel flight paths and easily visible faces.

Location must be suitable for the activity being undertaken, including sufficient space to ensure safe participation and that safety rules and procedures can be followed.

Participants must wear personal protective equipment appropriate to the activity (e.g. enclosed footwear, firmly-fitting clothes that won't become entangled etc). It is recommended that personal protective equipment specific to target archery is also worn such as finger tabs/shooting gloves, chest protectors and armguards. If worn, armguards should extend above the elbow.

Equipment must be sized to match the ability and strength of students including type of bow, bows strung to their recommended string lengths and arrows fitted with target arrow heads.

A whistle or a horn/blower for command signalling is highly recommended.

An appropriate, comprehensive first aid kit must be available.

Qualifications/Experience

Principals make final decisions in determining supervisor capability (competence, relevance and currency).

A registered teacher must be appointed to maintain overall responsibility for the activity and the group, particularly where an adult other than a teacher is engaged for instruction.

At least one adult supervisor is required to be:

- A registered teacher with qualifications in HPE (or equivalent demonstrated capability) and with competence (knowledge and skills) in teaching target archery; or
- An adult supervisor, working under the direct supervision of a registered teacher, with current level 1 archery instructor accreditation from Archery Australia.

In the absence of current established and recognised training qualification, leader/teachers should be able to demonstrate competencies at least to the standards contained in the AQF Outdoor Recreation Certificate 3 (Assistant Leader) or 4 (Leader) with relevant specialisations in leadership and management.

At least one adult involved must have a current Provide First Aid qualification (HLTAID011).

Venues

It is preferable that outdoor ranges are used. The area should be selected to take advantage of the natural terrain and ensure that any person is not endangered. Arrows should be released towards a hill or an embankment. Outdoor ranges must:

- Be free from obstructions such as trees, wires or shrubs.
- Have a “clear” area established behind the target butts (mats). An area twice the distance of the longest shooting distance is necessary. This would be a minimum of 50m.
- Have barriers and appropriate signage placed in prominent positions around the outdoor range to restrict access by non-participants.
- Have definite shooting lines established for each shooting distance.
- Be isolated from normal pedestrian and motor traffic.
- Have sturdily supported target butts.

Only accredited and registered indoor ranges are to be used. Suitable material such as arrow netting must be placed behind the target to avoid the arrows hitting the wall.

There must be easy access to the site in the case of an emergency.

Ratios

1:15 with no more than seven (7) students shooting at any one time.

If an adult other than a teacher is engaged for instruction, a registered teacher must also be present to take overall responsibility of the group.

Regulations

No specific requirements beyond [Section 6 Planning requirements for all off-campus activities](#), for all off-campus activities, described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

8.2 Boating and sailing

The following advice refers to recreational boating and sailing as distinct from kayaking and canoeing.

Scope

- dinghy and catamaran sailing
- wind surfing
- keel boats and multi-hull vessels

Safety

It is essential that all equipment is regularly maintained and in full working order.

All participants must wear a lifejacket meeting Australian Standard AS 4758 Specification for Level 100 or 50 (previously PFD type 1 or 2) at all times. Level 100 lifejackets must be worn on sheltered and open waters. Level 50 lifejackets must be worn on smooth waters. Click [here](#) for a map showing areas. Dinghy, catamaran sailing, and wind surfing will generally take place on smooth waters. Students must be competent swimmers to participate in wind surfing activities.

All students must be able to swim a minimum of 50 metres.

Caution is advised in going further than 100 metres from the shore when windsurfing and dinghy sailing with beginners.

Dinghies and catamarans should have a strong towing ring of approximately 38-millimetre diameter and an attached tow line of approximately five metres.

A power rescue boat or boats should be available and be fast enough to allow quick responses and have sufficient power to tow sailing boats in adverse conditions. Power rescue boats must comply with Marine and Safety Tasmania (MAST) requirements for [safety equipment](#) and registration for motorboats and must carry a first aid kit. Careful assessment of weather conditions including forecast conditions is required, with particular attention to the wind.

Approval

No specific requirements beyond [Section 6 Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Consent

A signed [Consent form for Aquatic Activity](#) (staff login required) is mandatory and if there is no signed consent form obtained the student must not undertake the activity.

Note: Excursions on vessels that have a Certificate of Survey, e.g. RV Penghana (at Woodbridge Marine Studies Centre), Lady Nelson, Peppermint Bay II, MR-1 (Mona Ferry), Maria Island Ferry and Bruny Island Ferry do not require a Consent Form for Aquatic Activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

At least one teacher or adult in the group must have a current Perform basic water rescues qualification (SISCAQU020).

At least one teacher or adult in the group must have a current Provide First Aid qualification (HLTAID011).

It is highly recommended that leaders have a current Australian Sailing Instructor qualification appropriate for:

- dinghy and catamaran sailing
- wind surfing
- keel boats and multi-hull vessels

or be able to demonstrate equivalent competencies in the appropriate area.

Venue

Advice on venues can be obtained from [Marine and Safety Tasmania](#) (MAST), [Australian Sailing](#) and from local Boating and Sailing Clubs.

Regulations

Minimal impact requirements should be met and the Procedures implemented. Local area restrictions and permissions must be observed. Activities must comply with MAST regulations.

Ratios

The required staff to student ratios are as follows.

- Dinghy and catamaran sailing: No more than six boats should be supervised by one rescue boat unless in a very sheltered, confined bay or lake. The number of boats must be governed by the number of qualified leaders, the characteristics of the location and the number of rescue boats available.
- Wind surfing: No more than five boards per leader unless in a very sheltered, confined bay or lake. In confined water, a kayak or a spare sailboard and paddle may be used as a rescue craft, provided the supervisor is proficient in their use.
- Keel boats and multi-hull vessels: There must be a minimum of two competent sailors (leader plus assistant) on board. For overnight sailing, the number of crew should not exceed three more than the number of berths.
- Other craft: Any vessel for charter or hire will have numbers of passengers determined by their Certificate of Survey.

Lower student to teacher ratios may be required according to (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders).

Communication processes should be established before the ride starts, with consideration given to the use of phones and/or UHF radios.

8.3 Cycle touring

Scope

- Cycle touring
- BMX riding

Safety

Safety and consideration for others and the environment are of the utmost importance and an eco-sensitive attitude should be adopted.

BMX riding in public places and on roads and footpaths pose dangers associated with colliding with cars and pedestrians.

Specific requirements include:

- an Australian standards approved helmet must be worn by all cyclists at all times
- for BMX riding leg and arm protective gear must be worn in addition to a helmet
- a first aid kit must be carried by at least one adult in the group, preferably at the rear of the group
- communication processes should be established before the ride starts, with consideration given to the use of phone and/or UHF radios
- good route signposting is desirable as it alerts motorists and others to the fact that a bicycle tour is underway
- sun protection should be worn – sunscreen and clothing

It is preferable for an adult with an appropriate first aid qualification and bicycle maintenance expertise to ride at the rear of the group.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Equipment

Bicycles must be inspected for safety by an experienced bicycle mechanic immediately before the activity, and any fault rectified before the ride starts. Bicycles should have suitable gears and be light and strong. Tyres must be specifically suited for the terrain.

Participants should wear safety vests or have safety flags fitted to their bicycles. Each participant should carry a basic tool kit containing spanners/allen keys, a puncture repair kit, a spare inner tube

and a pump. At the very least these items should be carried by a bike or support vehicle in close contact with the riders.

Clothing and equipment lists should be provided. Clothing should be appropriate for the venue and conditions. Gloves and enclosed footwear are recommended.

Cycle touring should preferably be undertaken with the aid of a support vehicle travelling along behind the group. On longer tours where food and camping equipment are required each cyclist's luggage should be carried on a stout rack in pannier bags – backpacks are not recommended. Water should be carried by each cyclist or available at regular intervals from a support vehicle.

Qualifications/Experience

Leaders should have AQF Certificate 3 (Assistant Leader) or 4 (Leader) with relevant specialisations in cycling, or equivalent. All cycling activities must be led by a qualified leader or a competent adult leader with proven experience in leading groups in the conditions and terrain expected. The leader must be skilled in navigation and emergency procedures. At least one leader must hold a current Provide First Aid qualification (HLTAID011).

Additional supervising adults must have the experience and skill necessary to provide assistance to the leader. At least one adult in the group should have proven expertise in routine bicycle maintenance.

Venues

Roads with heavy traffic should be avoided completely.

Leaders must have full details of the planned route and its suitability in terms of:

- age and experience of riders
- nature of route in terms of surface, gradient, forward and rear visibility (sightlines)
- potential traffic hazards
- prevailing weather conditions
- support vehicle
- communications
- Tasmania Police should be contacted for general advice

Ratios

Ratios of leaders to riders may vary according to the route planned, experience and weather. A minimum of two adults should accompany each group.

Cycle touring involves, for the most part, long sections of on-road travel and, as such, is not suitable for riders under 12 years old.

When touring, supervision ratios must be between:

- one leader to five riders (maximum 10 riders) for Years 7 to 8 or heavy traffic and/or ambiguous route signs
- one adult to eight riders (maximum of 16 riders) for Years 9 and above, light or no traffic and/or well defined and signposted route

Commercial operators may vary the ratios where the route to be followed is short with a lead cyclist and follow up vehicle. Similarly, when using a defined track, e.g. bike track from Hobart to Glenorchy, a higher ratio (more dependents per supervisor) might be appropriate.

Regulations

The [Road Rules](#) must be followed at all times. Particular attention to be paid to [Parts 14 and 15](#).

In the case of off-road sections, permission will be needed for parks, reserves and private property. Off-road cycling (mountain biking) is allowed in some [National Parks](#) but not in the Tasmanian Wilderness World Heritage Area.

Schools planning Bikeathon activities must notify the Tasmania Police and the relevant Local Council.

8.4 Fishing

Scope

Fishing as an activity is recommended for upper primary, secondary and senior secondary students. Fishing can take place from rocks, jetties, on rivers or in the sea.

Safety

As a general principle, students should be in view of the supervising adults at all times, necessitating a lower ratio of adults to students in some venues.

If an adult, other than a teacher, is engaged for instruction, a teacher must be present to take overall responsibility.

Students should have an understanding of:

- fishing ethics and the life cycles of fish species being fished and techniques best suited for catching the fish
- practical, safe and correct use of equipment, e.g. removing hooks, landing fish
- individual and group responsibilities, e.g. behaviour, litter and fish cleaning, health and hygiene
- potential hazards in the area being fished

Risks must be identified, and strategies developed to minimise them, including keeping up to date with weather forecasts.

No swimming should be allowed unless specifically planned ([see section 8.9](#)). Planning should include:

- delineation of roles and responsibilities of the adults
- an emergency evacuation plan including communication procedures
- ways to minimise the group's impact on the environment.

Leaders must ensure anglers have adequate sun protection. A first aid kit must be available along with emergency equipment such as:

- throwing lines
- flotation devices
- spare clothing.

It is recommended that safety glasses be used – **it is mandatory for fly fishing**.

It is also recommended that barbless hooks be used for all fishing.

Lifejackets meeting Australian Standard Specification for Level 100 or 50 (AS4758) (previously PFD type 1 or 2) must be worn by anglers fishing in rivers beside deep or fast flowing water (see link [Life Jackets - Marine and Safety Tasmania \(masc.tas.gov.au\)](http://masc.tas.gov.au)).

Waders **must not be used** under any circumstances due to the increased risk of drowning.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Equipment

Leaders must ensure anglers have clothing, footwear and equipment appropriate to the activity as well as adequate food and water.

Appropriate emergency communication equipment (mobile phone, satellite phone, UHF radio, PLB, EPIRB etc) should be available in remote locations.

Consider seeking the support and attendance of [Fishcare Tasmania](#) who may be able to provide fishing rods and other equipment in addition to fishing expertise. Fishcare Tasmania are also able to provide the latest recreational sea fishing guidebook, fish measuring rulers, fish handling cloths, educational stickers and fish dehookers.

Support vehicles using 4 wheel drive tracks should comply with 4 Wheel Drive Standards (see [Department of Natural Resources and Environment Tasmania website](#)).

Qualifications/Experience

Leaders/teachers should have leadership and management skills and experience necessary for them to work safely in remote areas such as those covered in the competencies included in the AQF Outdoor Recreation Certificate 3 (Assistant Leaders) or 4 (Leader) with specialisations in fishing.

One adult must have a current Perform basic water rescue qualification (SISCAQU020), a current CPR qualification (HLTAID009) and knowledge of water safety.

At least one teacher involved **must** have a current Provide First Aid qualification (HLTAID011).

Leaders must have knowledge and experience of:

- the type of fishing being undertaken, e.g. rock, river, sea
- potential hazards
- knowledge of the area visited.

Venues

When choosing a venue the leader must:

- contact land managers regarding access and fishing restrictions
- visit the areas to assess potential hazards
- establish access to emergency services
- ensure anglers conform with licensing requirements

[Inland Fisheries Service](#) provide advice on inland venues, including advice on waters reserved for exclusive use by disabled persons and for the tuition of young people. In addition, the Service is happy to provide officers to visit schools.

[Fishcare Tasmania](#) provide advice on Marine fisheries sites around the state; provide support with fishing clinics; and can provide officers to visit schools and speak on sustainable fishing and rules and regulations applying to sea fisheries in Tasmania.

Ratios

There may be local restrictions on the number of people who can fish in some areas, e.g. jetties, wharves, streams, local landowners' properties.

It is recommended that a minimum of two adults supervise when fishing in non-urban areas.

For young people, the maximum size of land-based groups must not exceed 25 anglers, with a recommended ratio of at least one leader to ten students. However, this ratio may vary according to:

- venue
- weather
- time of year
- experience and age of group
- program being undertaken.

Young anglers (up to and including Year 7) should work in small, supervised groups.

Fishcare Tasmania are able to provide advice on the appropriate number for the venue and fishing expectation, i.e. number of fish likely to be caught.

Regulations

A current Angling License is required to fish at any inland water in Tasmania (apart from a registered private fishery or in specified bream waters) during the open season that applies to that water, unless you are under 14 years of age.

Information on fishing rules for marine waters is in the [Recreational Sea Fishing Guide](#) and for inland waters in [The Tasmanian Anglers Code](#). These are also available from Service Tasmania or tackle shops. Fish measuring rulers are also available to assist with fish size limit compliance.

8.5 Four Wheel Driving

Scope

Four-wheel driving is vehicle touring using a road registered four-wheel drive vehicle over unsealed, difficult or remote roads or tracks.

Safety

In pre-trip planning consideration should be given to:

- environmental elements including weather, access, track conditions and technical difficulty
- specialist equipment required, e.g. camping, first aid kit, navigation, food
- communications
- emergency procedures including meeting points and times, inter-vehicle communications, communication with emergency services, access and egress points.

Before departing, the pre-departure briefing should include:

- vehicle checks
- specialist equipment checks
- checking no one is under the influence of drugs or alcohol
- explanation of minimal impact standards
- designation of 'tail end Charlie' and discussion of his or her role

Any personal medication required should be checked and a process established for its distribution. A comprehensive first aid kit must be carried.

Communications equipment, both between vehicles and to emergency services, must be carried as well as navigation equipment such as GPS.

Equipment

The equipment requirement will vary according to the nature of the program, the environment and the distances covered.

Minimum vehicle requirements for most trips would be:

- vehicle mechanically sound, fully serviced and road worthy, and suitable for the terrain to be covered
- map, details of route to be followed, and navigation aids
- sufficient fuel, oil, water and food, including emergency provision
- at least one spare tyre (correctly inflated) and tyre gauge
- fire extinguisher for each vehicle
- recovery point fitted front and rear.

At least one vehicle carries recovery gear such as:

- snatch strap (dynamic recovery strap)
- two, rated bow shackles (minimum of 2 tonnes rated)
- one axe or hand saw (bow or pruning)

- one shovel
- spare parts appropriate for location and duration of planned trip
- tool kit suitable for the vehicle and the planned trip, with appropriate manual.

A current vehicle registration certificate must be carried at all times.

Drivers must hold a current drivers licence for the vehicle they are driving.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

AQF Outdoor Recreation Certificate 3 or 4 with relevant specialisations in leadership management and four-wheel driving or able to demonstrate equivalent competencies in those areas including:

- suitable driving and vehicle recovery skills
- risk assessment and emergency management skills
- navigation and ability to use appropriate communication skills
- leadership, management and interpersonal skills.

The leader and all drivers must have a relevant and current licence.

At least one staff member **must** hold a current Provide First Aid qualification (HLTAID011).

Venues

For all information on Crown land venues, usage and environmental issues go to the [Parks and Wildlife](#) or [Wellington Park Management Trust websites](#).

Ratios

For the safety of the group and protection of the environment, the maximum recommended group size is 10 vehicles, with a maximum of 30 participants. Any group larger than 10 vehicles should split into two groups.

Regulations

A vehicle Parks Pass is required for all National Parks. Check details of four-wheel driving in [National Parks here](#). A permit is required in the [Wellington Park](#).

8.6 Horse Riding

Scope

- Horse riding
- Trekking

Safety

While on beaches riders should remain within the intertidal zone on the hardened sand.

Horse riding

Programs should be planned to suit the ability of the participants and the horses.

Initial assessment of student experience should be undertaken.

Programs should provide for progressive and sequential skill development.

Trekking

Trekking is recommended for upper primary, secondary and senior secondary students.

Programs should be planned to suit the ability of the students.

All trail-riding activities should be preceded by instruction on:

- riding techniques
- safety procedures, including crossing roads and letting vehicles pass
- individual and group responsibilities.

Current restrictions – October 2023

Any student activity involving handling or riding horses are **on hold**, unless they are:

1. Formal Programs: Schools can still engage with the following formal programs:
 - Interschool Tasmania Program
 - Ready Set Trot and Equestrian Australia School Programs.
2. Equine Therapy and Equine Assisted Activities: Schools can still engage with Equine Therapy and Equine Assisted Activities with the following requirements:
 - Practitioners are qualified and/or experienced operators.
 - Horses must be assessed and matched with appropriate students.
 - Equine activities are conducted in a controlled environment.
3. Pony Rides: Schools may still engage with Pony Rides with the requirements that:
 - The operator has a risk management plan and own insurance.
 - Students are led by an experienced handler in a controlled environment.
 - Students wear protective horse-riding helmets.

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#) described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants **must** be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists **must** be returned to the school office for filing with all other excursion documents.

Equipment

In addition to the above requirements, students should have suitable clothing with protection from cold, sun, wind and rain as required. Food and water should be carried.

Students **must** have a helmet meeting approved standards with chin strap fastened according to current Australian Standards.

Trail groups should have some form of communication between groups, e.g. mobile phone and/or UHF radios and PLB's or EPIRB's are recommended in remote locations.

Qualifications/Experience

All horse riding must be conducted by an appropriately qualified leader or instructor. Leaders or instructors should have an Equestrian Federation of Australia Level 1 Coach qualification, or equivalent.

At least one adult **must** hold a current Provide First Aid qualification (HLTAID011). For trekking in remote locations, a Provide First Aid in a Remote or Isolated Site (HLTAID013) is recommended.

Venues

Horse riding

Establishments may be an accredited riding school which provides horses, equipment and qualified instruction, or a horse hire service which provides horse and equipment only.

The area used for riding should be completely fenced and participants should not ride on the roadside or other traffic areas.

Trekking

See the [Parks and Wildlife website](#) for individual areas and detailed advice on trekking.

The leader should be thoroughly familiar with the location. Consideration should be given to:

- weather conditions
- standard and suitability of equipment
- condition of the horses
- access to emergency services
- traffic and road conditions
- environmental concerns such as the spread of Phytophthora
- where trails are not available the size of the party should be minimised, and the group spread out to lessen the impact on the vegetation.

Ratios

See the [Australian Horse Industry Code of Practice](#). For horse riding – at least two supervising adults must always be present.

Regulations

Horses must only be taken into National Parks and Conservation Areas if conditions outlined by

Parks and Wildlife are met. Check areas [here](#). Horse riding in World Heritage Areas is limited to the Central Plateau and two small areas in the Cradle Mountain/Lake St Clair National Park. Some areas require permits e.g. [Wellington Park](#) and have limited numbers. Horse riding in the Hobart Water catchment areas, including Lake Fenton and around the Derwent Drinking Water Catchment area is not allowed.

8.7 Orienteering

Scope

Orienteering activities range from local courses in school grounds and adjacent parks to challenging courses in bush/wilderness environments.

Safety

Runners **must** be instructed to wear appropriate clothing for the prevailing weather. In bush settings this should include protective clothing covering for arms and legs as well as feet. Hats and sunscreen should be used to protect against the sun.

When bush orienteering, each independent runner or group of runners should carry a map in a plastic bag, an emergency whistle, and an orienteering compass. Students should know the emergency return whistle signal.

Students should be briefed on potential hazards and avoiding them, e.g. snakes.

Leaders **must** have knowledge of and have made an assessment of dangerous areas such as cliffs, deep streams, and busy road crossings.

Only when students are confident in navigation and have a basic understanding of contour interpretation should they be taken on bush orienteering activities.

Students should be instructed in the procedures to follow when lost and should know the procedures staff will follow when students are overdue. Students should be instructed to assist others who are 'lost' or injured, even if this means abandoning their competition plan.

Activities should be planned to finish well before dark – there should be a set finishing time when all students must return to the assembly area.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants **must** be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Equipment

Drinking water should be available.

The instructor **must** have an appropriate first aid kit available.

Qualifications/Experience

In the absence of current established and recognised training qualification, leader/teachers should be able to demonstrate competencies at least to the standards contained in the AQF Outdoor Recreation Certificate 3 (Assistant Leader) or 4 (Leader) with relevant specialisations in leadership and management.

Leaders must have experience in the terrain to be covered, together with skills in elementary navigation and bushcraft, and experience in supervising students in this environment.

At least one adult involved **must** have a current Provide First Aid qualification (HLTAID011).

For bush orienteering the leader must be an experienced and competent orienteer.

Venues

The venues should be appropriate to the age of the runners, their level of skills and their experience.

The area should be covered by an orienteering map – distinct contours on the map are helpful. The leader should reconnoitre the area to update the map if necessary. Possession of a map does not entitle entry to a property – prior permission needs to be obtained. Out of bounds areas must be explained to runners.

The most suitable bushland will have open forest, a network of tracks and clear boundaries.

In park/urban areas the area used should not cover major traffic routes. Runners should be briefed on any road crossings and other potential dangers.

There must be easy access in the case of an emergency.

Ratios

The number of adults to runners should reflect:

- the nature of the area, e.g. school, parkland, unfamiliar bushland
- the level of skill of the runners
- the nature of the activity, e.g. group training run, recreational session, individual competition event
- in bush settings away from urban environments there must be at least one adult/leader to every 16 runners, and one other adult present
- less experienced runners should travel in pairs or groups
- for local orienteering courses, e.g. in school grounds, ratios and qualifications of leaders may be varied to suit the age of students, location and program.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

8.8 Small Wheel Sports

Scope

- Rollerblading
- Skateboarding

Safety

Emphasis should be placed on safe skating and the development of an ethic of helping each other, sharing, and taking turns. The [Road Rules](#) must always be followed. The [Road Rules](#) can be found [here](#), and particular attention should be paid to all of Part 14, but particularly Division 2.

Spectators should stay well away (greater than five metres) from ramps due to flying skateboards.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#) described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Equipment

Helmets, elbow and knee pads must be worn.

Qualifications/Experience

The teacher in charge must have:

- experience in group management skills out of doors
- detailed knowledge of the area being used and the hazards in the area
- At least one adult **must** hold a current Provide First Aid qualification (HLTAID011).

Venues

Blading or skating in public places and on roads and footpaths pose dangers associated with colliding with cars or pedestrians, or falling onto concrete or gravel.

Contact Local Councils for details about non-skating/blading venues.

The use of all small wheel vehicles (except BMX bike) is restricted on the road and skaters should abide by local signage.

Ratios

There are no generally prescribed ratios. The ratio of students to teachers/adults will vary according to the venue, age of the students, the program, and the weather, but in most situations away from school there should be at least one adult to every fifteen students.

Some Local Council facilities may have staffing requirements for hirers that may need to be negotiated.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#) described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

8.9 Surfing

The advice that follows covers a range of surfing activities and needs to be read in conjunction with the requirements set out below in [8.9 - Swimming](#).

Scope

The *range* and *type* of surfing activities is broad and constantly evolving.

Surfing Activities are conducted on either Softboards (made from rubber/foam) or Hardboards (Fibreglass/Epoxy/Wood).

Surfing may be conducted on Long boards (over 7 foot), Shortboards (under 7 foot), Rescue boards (Surf Life Saving Australia [SLSA] soft or hard), Bodyboards or Hand planes (Body Surfing).

Surfing activities include:

Stand Up Stance	Prone/Lying down	Seated and or with a paddle	Additional / Assisted propulsion
Shortboarding (surfing) Longboarding	Body boarding Hand boarding (using a hand plane) Body Surfing (Surf swimming) Board Paddling (Rescue boards)	Wave Ski/Surf Ski Stand Up Paddle boarding (SUP) Sea/Surf Kayaking	Windsurfing

Note: Windsurfing is covered in section 8.1 Boating and Sailing. Sea/Surf kayaking is covered in section 9.3 Canoeing and Kayaking.

Locations

Coastal geography and swell conditions make surfing possible in numerous locations around Tasmania. The suitability of locations for Tasmanian school students is well documented through Surfing Australia surf schools in Tasmania as well as Surfing Tasmania (State Surfing Body).

Classification of beach type, along with swell height, swell direction, wind, tide, and local knowledge of conditions can give activity leaders safest options to provide learners with the optimal conditions to apply skills and knowledge.

Ocean beaches – beaches/coast exposed to the open sea. They can be exposed to swell directions of up to 180 degrees. They may present suitable beginner and intermediate surfing opportunities on low swells and good tides but can expose groups to longshore drift as well as the potential for stronger rip currents and unmanageable seas.

Sheltered Bays – Tasmania's more recently submerged south coast has many examples of beaches in bays sheltered from the open ocean. Wave energy is depleted and refracted getting up into Storm Bay/Fredrick Henry Bay and the more gradual slope of the sea floor allow for more suitable spilling wave types. However, whilst "sheltered" it is still possible that wave conditions can become unsuitable due to the occasional storms bringing 5-10 metre swells.

Reef and Point breaks – geological features along a beach (such as rock protrusions along the beach) may extend out into the surf zone and help create a surfing wave that peels along allowing surfers to traverse unbroken waves. These breaks are not suitable for beginners with rocks, crowds and plunging waves creating too much potential for risk. Intermediate and advanced groups must ensure that conditions are suitable, and leader qualifications match the required minimum set out below.

River mouths – Often may produce ideal sand banks for surfing due to sediment movement but can present too much potential for risk and harm by strong tidal movements and/or submerged obstacles. The beach sides of a river mouth may present a more suitable location for beginner groups. Intermediate/ Advanced groups may be more suited to surfing either side pending surf and river conditions.

Wave Pools – artificial. Numerous wave type settings are available. Currently no wave pools operate in Tasmania. Wave pools are subject to local council and National Safety Standards. Approvals for Tasmanian school groups as per recommendations for interstate travel.

Wave types

Surfing wave classifications – The slope of the seabed determines wave characteristics.

Spilling – where there is a gradual slope in the sea floor, the waves break slowly and with little power. These waves are good for beginner or learner surfers. Crumbling, breaking in top half of the wave.

Plunging – these waves occur where the water becomes shallow very quickly. This wave stands up and gets top heavy which causes the lip to pitch out. These waves are powerful with resulting strong currents along the beach. Intermediate surfers will find these waves challenging. They are ideal waves for experienced surfers only.

Surging – a category of wave where a plunging wave breaks over extremely shallow rock/reef ledge (“Slab”). Surging waves are NOT suitable for any DECYP surfing activities.

Surfing Activity Classification

Introductory – refers to Foundation surfing activities. Conducted by Foundation level coaches in waist to chest depth broken waves/white water in sheltered locations and small surf conditions. Activities are conducted in shallow water (waist depth) only. This recognises and allows those with a limited swimming ability to participate in the program, enabling them to gain and develop skills, confidence and experiences. National standards for introductory/ one off experiential recreation excursions require participants to be able to:

- Float unassisted.
- Submerge without fear – open eyes underwater and demonstrate breath control i.e. blow bubbles underwater.
- Free movement – move around confidently in an ocean environment independently and in a group situation.

Beginner Lessons – follow a sequential and number of lessons that develop skills and confidence in small and safe surf conditions. Foundation level instruction requires activities to be conducted in Broken waves / Whitewater, small (waist to chest height) Spilling waves. Softboards only. [Surf Safety | Surf Groms](#)

Intermediate lessons – follow a sequential and number of lessons that develop skills and confidence in appropriate surf conditions. Requires progression level coaching qualification. instruction activities to be conducted in Spilling waves (four foot, or small to head-height unbroken waves) and or plunging waves (sand bottom surf breaks). May be conducted Softboards or Hardboards.

Advanced Lessons – follow a sequential number of lessons that develop skills and confidence in more challenging surf conditions. Requires progression level coaching qualification. Activities to be

conducted in Spilling waves (up to double overhead-height unbroken waves) and/or plunging waves. May be conducted on Softboards or Hardboards. Surfing helmets are mandatory for DECYP advanced surfing activities.

Leader Qualifications – Instructional and safety requirements for surfing activities

Qualification	Rescue Qual	First Aid	Scope	Ratios	Locations/ Wave types
Surfing Australia Foundation level Coach	OWR or Appropriate Surf rescue award	Senior First Aid (Workplace level 2 or equivalent)	All Stand Up & prone surfing activities	1 :8 or 1:10 in small, sheltered surf conditions	Broken waves / Spilling waves Whitewater Softboards only
Surfing Australia Progression level Coach	OWR or Appropriate Surf rescue award	Senior first Aid *Remote/Wilderness First aid if location remote	All Stand Up & prone surfing activities	1 :8 or 1:10 for intermediate/ advanced groups	Spilling and or plunging waves Unbroken waves Soft or Hard surfboards
Surfing Australia SUP (Stand up Paddle) Foundation Coach	OWR or Appropriate Surf rescue award	Senior First Aid (Workplace level 2 or equivalent)	Flatwater SUP	1 :8 or 1:10 Flatwater	Flatwater
Surfing Australia SUP (Stand up Paddle) Progression Coach	OWR or Appropriate Surf rescue award	Senior first Aid *Remote/Wilderness First aid if location remote	Flatwater and surf conditions	1 :8 or 1:10 for intermediate/ advanced groups	Spilling and or plunging waves Unbroken waves Soft or Hard SUP surfboards
Surf Lifesaving	Bronze Medallion/certificate II in Public Safety	Senior first Aid *Remote/Wilderness First aid if location remote	Paddle/rescue board Instruction Surf Ski Surf Sports Surf swimming	1 :8 or 1:10 In safe conditions and or intermediate advanced students	Spilling and or plunging waves Unbroken waves Soft or Hard rescue boards

*For qualifications and guidelines for surf kayaking, surf ski/wave ski paddling please refer to relevant canoeing and Kayaking section of these guidelines.

Rescue Qualifications

Instructor/Coach

The units listed below are recognised as the mandatory units required for rescue awards that must be held by teachers and instructors leading the activity.

- PUASAR012 Apply surf awareness and self-rescue skills
- PUASAR013 Participate in an aquatic rescue operation
- SISCAQU020 Perform water rescues
- HLTAID009 Provide cardiopulmonary resuscitation.

Student Rescue Qualifications

For ongoing Secondary school intermediate and advanced surfing programs it is recommended that students pursue a suitable rescue course in conjunction with the surfing program. These courses include SLSSA Surf Survival, Surfer Rescue 24/7 (Surfing Australia), Royal Life Saving, resuscitation, Bronze medallion.

Safety

The following safety strategies must be employed:

- A pre-determined **Emergency Action Plan** (EAP) has been prepared covering possible emergency procedures.
- Instruction of students in evacuation procedures and techniques for assisting fellow surfers in difficulty.
- Make regular checks on surf conditions to ensure suitability for the entire group.
- If at a patrolled beach, notify the lifeguard or mobile patrol on arrival and provide details of the session, including student capability and numbers.
- Ensure students are aware of the defined surfing area before they enter the water.
- Ensure that pealess whistle/air horn signalling equipment is functional and accessible.
- Ensure students are not overexposed to heat/cold and monitor for hyperthermia/hypothermia symptoms.
- Instruction of students in flag and whistle signals and the required responses.
- Instruction of students in nature conservation issues and the need to protect marine environments.

Safety - Consent

A signed [Consent form for Aquatic Activity](#) (staff login required) is mandatory and if there is no signed consent form obtained the student must not undertake the activity.

Safety - Supervision

When conducting surfing activities in an Open beach /exposed coastal location (where swell exposure and longshore drift may be a factor) an additional adult observer on the shore is required.

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing along with all other excursion documents as per DECYP protocols.

Wearing Leg ropes (wrist leash on bodyboards) on surfing activities is mandatory. They ensure students are connected to a floatation device and minimise the chance of collisions from lost surfboards.

Teachers are encouraged to use the “buddy system” to facilitate additional safety in the supervision of students, whereby each student has an assigned buddy to watch out for during the surfing activity sessions. Changing conditions may require the instructors to vary ratios and the buddy system of one in the surf, one observing, taking turns.

Safety - Venues

Leaders must assess the conditions and potential dangers before entering the water.

Leaders must:

- be familiar with the venue and potential hazards.
- constantly monitor conditions as they can change rapidly.
- ensure that the venue/surf conditions are matched to surfers' levels of ability and experience as well as the appropriate level of instructor qualifications and ratios:
 - Beginner – spilling waves, white water/small unbroken, beach breaks only.
 - Intermediate – spilling waves, unbroken, beach breaks only.
 - Advanced – spilling/plunging waves, beach/other.

Assessment of the suitability of the venue should ensure:

- the swimming and shore area is clearly defined.
- potential hazards including rocks, logs, snags and currents are assessed.
- the depth and suitability of the waves is checked as appropriate for the students' levels of skill and experience.
- the area has a clear view for supervising adults.
- when swimming from a beach, the activity area does not exceed 200 metres along the shore.

Safety – Student Capacity Requirements

Introductory – Beginner Experience Surf Activities

Typical one-off introductory “try surfing” activities. As per National introductory surf program requirements, students must be water confident to participate in the ‘in water’ aspects of the program. Students must be able to:

- Float unassisted.
- Submerge without fear (open eyes underwater and demonstrate breath control i.e. blow bubbles underwater)
- Free movement – move around confidently in an ocean environment independently and in a group situation.

Initially, all water activities are conducted in shallow water (waist depth) only. This allows those with a limited swimming ability to participate in the program, enabling them to develop their skills and confidence in the water before moving up to the next skill level.

Ongoing Beginner – Intermediate Surfing Activities

Typical weekly/regular program as part of integrated Outdoor education aquatic program. Students must be able to:

- Swim 50 metres (pool, flat water initially then in appropriate surf conditions- white water at the surfing location).
- Before moving out of white water (to surf on unbroken waves). Demonstrate proficiency and control of surf craft moving out in surf (beyond breaking waves). Demonstrate returning to shore without a surfboard.

Students participating in ongoing surf programs should demonstrate the following skills and understanding prior to, and whilst participating in surf activities and programs. These include but aren't limited to;

- Recognition of rips and currents, wave types and breaks.
- Identification and treatment of marine stingers.
- Self-rescue in surf conditions.
- Familiarity with the buddy system.
- Surf etiquette and rules.
- Recognition of communication and safety signals.

Intermediate – Advanced Surfing Activities

Schools and Colleges offering intermediate to Advanced surfing activities/programs must only do so where qualified instructors have; Performance/High Performance surf coach qualifications, a high-Performance coaching qualification.

in addition, students must be able to:

- Swim 200 metres - pool, flat water initially then in appropriate surf conditions.
- Demonstrate surfing proficiency at intermediate level (minimum).

As well as demonstrating skills and understanding of the aforementioned (see beginner- intermediate section above) students in ongoing advanced/intermediate should also be incorporating ongoing first aid, aquatic rescue study and qualifications.

Qualifications/Experience

A current Community Life Saving Certificate or a current Surf Life Saving Australia Bronze Medallion award is equivalent to a SISAQU020 in pool/flat water environments and a minimum requirement for beach activities.

The minimum rescue and teaching qualifications must be current and are as follows:

- Beach swimming – flat water.
- Perform basic water rescue (SISCAQU020) and perform CPR (HLTAID009).
- Body surfing, Surfing and Bodyboarding – dynamic environment low to moderate surf – Participate in an aquatic rescue operation qualification (PUASAR013).
- Apply surf awareness and self-rescue skills qualification (PUASAR012).

Recognised coaching qualification from Surfing Australia or equivalent, i.e. Foundation level (formerly level 1) for soft boards and beginners only, Progression Coach (formerly level 2) for hard boards, intermediate surfing out the back.

- Stand Up Paddle Boarding (SUP) – as above plus the appropriate SUP coaching qualification from Surfing Australia – Flat Water, Open Water or Surf.
- Surf paddling – minimum of White Water or Sea Instructor Level 2 plus experience in surf paddling or equivalent.

Equipment

- Wet suits are recommended and hoods and earplugs as appropriate. If necessary, participants may be required to wear a coloured singlet or swim cap as an identifier.
- No fibreglass or hardboards should be used for beginner sessions – soft boards must be used.
- Stand Up Paddle Boarders must have a leg rope attachment to the board and must wear a lifejacket meeting Australian Standard AS 4758 Specification for Level 100 or 50.
- Surfers must wear a leg rope attached to the surfboard.
- Wave skis must have a paddle attachment to the board. Helmets are mandatory in surf.
- Bodyboard riders must have a wrist strap attachment to the board and correctly fitted swim fins with a fin saver or another approved fin securing device.
- A megaphone or air horn or whistle (pealess) is required to enable/assist the leader and observers to communicate with those in the water.
- Flags or coloured markers are required on the beach to mark the surf area.

- Emergency equipment – surfboard, rescue board, rescue tube, bodyboard or swim fins – must be available to the leader and observers and used according to the rescuers' choice and availability.
- A sleeping bag or thermo-blanket and first aid kit must be available.
- A vehicle must be available for emergency use.

Ratios

The required minimum staff to student ratios are as follows:

- Surf swimming/body surfing - 1 teacher to 6 students for beginners* and 1 teacher to 8 students for intermediate* and advanced*.
- Rescue board paddling - 1 leader to 8 students for beginners and 1 leader to 10 students for intermediate and advanced.
- Surfing - (longboard, shortboard) - 1 leader to 8 students for beginners and 1 leader to 10 students for intermediate and advanced. Students in lower primary Introductory classes 1:6 in knee to chest deep water. Upper Primary (10-12 years) ratios 1:8 in chest deep water.
- Stand Up Paddle Boarding - 1 leader to 8 students for beginners and 1 leader to 10 students for intermediate and advanced.
- Wave ski/Surf Ski - 1 leader to 8 students for beginners and 1 leader to 10 students for intermediate and advanced.
- Bodyboard - 1 leader to 8 students for beginners all wearing fins and 1 leader to 10 students for intermediate and advanced.

* Introductory Beginner – no previous experience in the surfing activity

* Beginner – some or little experience in the surfing activity

* Intermediate – some or limited proficiency in the surfing activity

* Advanced – competent and competent in the surfing activity.

Surf Sport activities (Surf Swimming, Surf ski, surf and rescue board paddling, Body surfing, Body Boarding) taking place in a location attended and patrolled by Surf Life Saving Australia can vary ratios according to the advice of the Patrol Captain.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

8.10 Swimming

The following advice refers to swimming in a pool or open water. The generic requirements for off-campus education activities must be enacted. In addition, there are a number of specific issues that require attention.

Scope

There is a wide range of swimming activities, each of which afford different levels of activity. For beach activities where swimming and/or aquatic activities are not included (for example beach walks refer to the [Minor Excursions](#) section).

Pool

- School pool with water no deeper than 0.9 metre – infant water awareness, infant activity lessons, swimming instruction Years 3–6.
- School pool with water deeper than 0.9 metre – recreational activities K–12, swimming instruction K–2, Years 6–12, Years 3–5 annual swimming and water safety program.
- Public pool with lifeguards on duty – recreational activity, swimming lessons K–12, swimming instruction K–12, Years 3–5 annual swimming and water safety program.
- Public or private pool without lifeguards on duty – recreational activity, swimming lessons K–12, swimming instruction K–12, Years 3–5 annual swimming and water safety program.

Open water

- Open flat water such as river, lake or dam – open water swimming lessons K–12.
- Beach flat water – recreational swimming K–12.
- Beach low surf conditions – surf swimming activity Years 7–12.

Safety

In addition to qualified instructors, there must be adequate supervision for students in the water as well as for students on shore or beside the pool to ensure that they can be observed at all times.

For any surf related swimming refer to [Surfing \(6.8 above\)](#) in these Procedures.

Consent

Swimming is an activity with an inherent risk and a [Major Excursion Consent and Medical Information Form](#) (staff login required) must be completed.

A signed [Consent form for Aquatic Activity](#) (staff login required) is also mandatory and if there is no signed consent form obtained the student must not undertake the activity.

Students who are approved by Centrelink or recognised by the school as independent students must sign their own consent form.

Supervision

Pool lifeguards can only be used for supervision and counted in supervision ratios if they do not have general lifeguard duties at the venue at that time and their sole responsibility at that time is to the students in the program. Prior arrangements must be made, in writing, with pool management.

Names and a head count of all participants must be checked and recorded at the beginning and at

the end of the excursion. Regular head counts must also be carried out during the aquatic excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

For the *Swimming and Water Safety Program*:

The minimum qualifications must be current and are as follows:

- Swimming instructors/teachers must hold current and relevant qualifications for the teaching of swimming and water safety which has been obtained through a recognised training authority (see the MySkills website). The qualification is SISSS00132 – Swimming and Water Safety Teacher. This qualification includes the following competencies:
 - SISCAQU020 – Perform basic water rescue
 - SISCAQU023 – Plan swimming lessons
 - SISCAQU024 – Teach water familiarisation, buoyancy and mobility skills.
 - SISCAQU026 – Teach swimming strokes
 - SISCAQU025 – Teach water safety and survival skills
- Swimming instructors will also be required to hold: HLTAID009 – Provide cardiopulmonary resuscitation.
- Both SISCAQU020 and HLTAID009 need to be validated annually through the annual Swimming and Water Safety Professional Learning day.
- For excursions the minimum qualifications are as follows:
 - School pool with water no deeper than 0.9 metre – at least one teacher/responsible adult to have Perform CPR (HLTAID009) and Perform basic water rescues qualification (SISCAQU020).
 - School pool with water deeper than 0.9 metre – at least one teacher/responsible adult to have Perform CPR (HLTAID009) and Perform basic water rescues qualification (SISCAQU020).
 - Public pool with lifeguards on duty – at least one teacher/responsible adult to have Perform CPR. *
 - Public or private pool without lifeguards on duty – at least one teacher/responsible adult to have Perform CPR (HLTAID009) and Perform basic water rescues qualification (SISCAQU020)*
 - Open flat water such as river, lake or dam – at least one teacher/responsible adult to have Perform CPR (HLTAID009) and Perform basic water rescues qualification (SISCAQU020).
 - Beach swimming flat water – at least one teacher/responsible adult to have Perform CPR (HLTAID009) and Perform basic water rescues qualification (SISCAQU020)*
 - Beach, dynamic environment low to moderate surf conditions – see [Surfing 8.8](#) above.
 - A current Community Life Saving Certificate or a current Surf Life Saving Australia Bronze Medallion award is equivalent to a Perform water rescues SISCAQU020 in pool/flat water environments and a minimum requirement for beach activities.
 - Please note that for excursions overseas, it is a requirement that at least one teacher or DECYP staff **must** have Perform CPR (HLTAID009) and Perform basic water rescues qualification (SISCAQU020) for *any* aquatic activity.*

Note: If a suitably qualified lifeguard is contracted this requirement is waived (please contact Learning Services to discuss this option in an overseas setting).

Information on how to gain these qualifications can be obtained from Red Cross, St John's, RLSS-A, SLS-A and Surfing Australia. See Section 10 [Useful Links and resources](#) below for further details.

Equipment

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Venues

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#) at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Ratios

Note: For all aquatic swimming activities 'teacher' includes an AUSTSWIM qualified teacher.

The required minimum staff to student ratios are as follows:

- School pool with water no deeper than 0.9 metre - 1 teacher to 15 students.
- School pool with water deeper than 0.9 metre - 1 teacher to 15 students. The ratio for the Swimming and Water Safety Program is determined by the Program Coordinator.
- Public pool with lifeguards on duty - 1 teacher to 15 students. The ratio for the Swimming and Water Safety Program is determined by the Program Coordinator.**
- Public or private pool without lifeguards on duty - 1 teacher to 15 students. The ratio for the Swimming and Water Safety Program is determined by the Program Coordinator.
- Open flat water such as river, lake or dam - 1 teacher to 15 students but student numbers may be reduced according to context.
- Beach flat water - 1 teacher to 15 students.
- Beach low to moderate surf conditions - 1 teacher to 6 students for beginners and 1 teacher to 8 students for intermediate or advanced (see [8.8 Surfing](#), for more details).

** Note: Pool/Surf Life Saving lifeguards can only be used for supervision and counted in supervision ratios if they do not have general lifeguard duties at the venue at that time and their sole responsibility at that time is to the students in the program. Prior arrangements must be made, in writing, with pool management.

For the Swimming and Water Safety Program, Student – teacher ratios are recommended to be 10 students to 1 teacher, however, consideration must be given to a number of relevant factors such as student age, experience, confidence, competency and individual needs.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#) at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

8.11 Walkathons

Safety

Walkathons should not be conducted on major highways or on narrow roads or where footpaths are not wide enough to enable two adults to walk abreast. Wherever possible walkathons should be conducted on reserves, bush trails or tracks where vehicular traffic is not permitted. Where public roads are to be used, notification of the time, route and special safety provisions should be published in the local press where possible.

Adult supervisors walking with the students should be provided with frequent checkpoints to ensure that students do not wander off the marked route, venture onto a roadway, misbehave or become otherwise disorganised.

Organisers should ensure students wear suitable shoes and brightly coloured clothing.

An adult with knowledge of First Aid and the ability to administer it should be available. An emergency vehicle should be provided.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Equipment

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Venues

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Ratios

A minimum of two adults, one of which must be a teacher, for every 25 students is recommended.

Regulations

The Road Safety Section of the Department of State Growth and Local Police should be contacted during the process for planning a walkathon. Officers from these organisations will provide assistance in planning the route as well as coordinating the staffing of road crossings and the provision of signs.

9 Specific Requirements – Adventure Activities

Particular off-campus education activities may have specific requirements determined by the nature of the activity. For many of these activities refer to the [Australian Adventure Activity Standard – and associated Good Practice Guides \(australianaas.org.au\)](#) for guidance.

[Bushwalking](#)

[Camping](#)

[Canoeing and kayaking](#)

[Caving](#)

[Diving \(Scuba\) and Snorkelling](#)

[Mountain biking](#)

[Rafting](#)

[Rock Climbing - Artificial Structures](#)

[Rock Climbing - Natural Surfaces](#)

[Rope Courses](#)

[Snow Activities](#)

9.1 Bushwalking

Scope

- Low level day walks
- Day walks in remote area or at higher altitudes
- Overnight and multi-day walks
- Winter bushwalking

Safety

All students must be briefed about the nature of the activity, safety issues and procedures, and the standards of behaviour required.

Fires should only be lit in approved areas using existing fireplaces. Wherever possible, fuel stoves should be used instead of lighting fires even if an existing fireplace is available.

Handheld Global Positioning Systems (GPS) are a powerful and useful navigation tool. In remote areas or in the mountains a Personal Locator Beacon (PLB) must be carried and should be considered for all other walks.

Winter bushwalking is strenuous, requiring a high level of fitness for all participants. Participants on winter bushwalks should be experienced in walking and pack carrying.

Areas that receive high usage during the summer months may be prone to water-borne gastro-intestinal infections including Giardia – drinking water should be boiled or treated with water purification filters or tablets.

Approval

Other than obtaining the approval of the relevant land manager (usually the Parks and Wildlife Service), there are no specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Park Entry fee exemption can be obtained by completing a [National Parks Educational Exemption Application/Approval Form](#) where applicable.

Group activities in national parks and on reserved lands may require the approval of the [Parks and Wildlife Service \(PWS\)](#). PWS approval may be subject to agreed compliance with various regulations or procedures, such as group size recommendations, particularly in sensitive areas (see 5.1.8).

Variations to the recommended group sizes for reserved land (see 5.1.8) may be considered on a case-by-case basis; contact the PWS at an early stage of planning.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Venues

The selection of venues must take into account potential dangers and hazards such as river crossings, exposed areas, slippery rocks, and road and telecommunication access. Note: must also be taken of weather forecast and bushfire alerts.

Leaders should be familiar with the regulations or licensing requirements that cover any public land which they intend to use.

Wherever necessary, permission should be sought from the relevant landowner or management agency.

Overnight and winter bushwalking leaders should take into account the availability of camp sites as well as advice from local Park Rangers and land managers.

Note: The Overland Track walk - Cradle Mountain to Lake St Clair should only be undertaken between 1 June and 30 September if the leaders are very experienced. Regardless of the time of year, the Overland Track Administrator must be contacted to register on 03 6165 4254 or overlandtrackadministrator@parks.tas.gov.au (see also Winter Bushwalking below).

Qualifications/Experience

First aid

Staff should have suitable medical/first aid training for the environment of the activity. See section 6.11 First Aid for requirements for first aid in remote and/or wilderness areas.

Day walks (not remote or high altitude) – registered leader with National Outdoor Leaders Scheme with appropriate specialisations from the SIS10 Sport, Fitness and Recreation Training Package, or experience in the terrain to be covered including elementary navigation skills and bushcraft as well as experience in supervising students in bush environments.

Overnight and multi-day walks (including day walks in remote or higher altitudes) registered leader with National Outdoor Leader Registration Scheme with appropriate specialisations from the SIS Sport, Fitness and Recreation Training Package, or experience in the terrain to be covered including:

- proven experience in lightweight camping with particular attention to safety, sanitation, water quality, food hygiene and cooking
- proficiency in the use of map and compass
- sound knowledge of search, rescue and emergency procedures.

Supervising adults should also be experienced and competent bushwalkers.

Winter bushwalking – in addition to the Leader Qualifications outlined for overnight and multi-day walks, leaders must:

- have extensive experience in winter bushwalking in all weather and different terrains
- have a current Provide first aid in remote or isolated site qualification (HLTAID013)
- at least two highly experienced leaders must be present.

Equipment

Leaders must ensure that all students have appropriate clothing, footwear and equipment, adequate food and water, and sunscreen.

Equipment and clothing lists must be provided and used to check each student is adequately equipped.

Clothing for winter bushwalking should be of an exceptionally high standard. Appropriate woollen or synthetic thermal clothing must be carried if bushwalking is taking place in cold conditions or in the mountains. A warm hat and waterproof jacket with hood must be carried by all participants (leaders, teachers, volunteers and students).

Ratios and group sizes

Group sizes recommended below are based on PWS track classification recommendations and standard licence conditions for commercial operators see [Microsoft Word - PWS Track Class Policy v4 \(2014\) \(parks.tas.gov.au\)](#)

Day walks (not remote or high altitude)

Maximum recommended group size is 24 including a minimum of 3 teachers/leaders, i.e. a ratio of up to seven students to one teacher/leader.

- Larger groups should be split into smaller groups, with a maximum number per group of 13 people, including at least two teachers/leaders per group, but there is no restriction on the number of groups for low altitude day walks.

Day walks (alpine or longer duration)

- Maximum recommended group size is 13 including a minimum of 2 teachers/leaders
- Only one such group is appropriate

Overnight and multi-day walks

- In non-remote or low altitude settings, maximum recommended group size is 24 including a minimum of 3 teachers/leaders, i.e. a ratio of seven students to one teacher/leader.
- In remote or alpine settings, maximum group size is 13 with the ratio a maximum of five students to one teacher/leader.
- On national parks and other reserved land, the maximum group size is 13 with the ratio a maximum of five students to one teacher/leader.
- The maximum group size for overnight and multi-day bushwalking on major tracks (e.g. Overland track, Walls of Jerusalem, South Coast, Frenchman's Cap and Freycinet Circuit) is 13, including a minimum of two teachers/leaders.
- In more remote and challenging or sensitive terrain, group sizes of eight or less (four in the most sensitive cases) is encouraged. On National Parks and reserved land this is likely to be a requirement.
- For walks in winter at least two highly experienced teachers/leaders must be present.
- The DECYP requirements regarding gender must be met i.e. overnight activities with mixed gender groups must have at least one male and one female teacher/leader.

Winter bushwalking

- At least two highly experienced leaders must be present.

The student numbers above may need to be reduced in light of the venue, weather, experience and age group, and the program being undertaken.

Regulations

Schools engaging external operators for activities/tours to be conducted on land managed by Parks and Wildlife Service (PWS), Forestry Tasmania (FT) and the Wellington Park Management Trust (WPMT) must ensure the commercial operator holds a Business Licence issued by the Crown to conduct activities/tours on reserved land. A commercial operator can include an external provider who is receiving money from schools to provide a service and/or expertise in relation to an off-campus activity.

Note: An operator's public liability and indemnity insurances may not be valid if they do not hold a current Business Licence issued by the Crown.

To maintain and conserve environments the following conventions and regulations should be observed:

- No standing vegetation, dead or alive, should be cut for any purpose.
- Parties should remain on formed roads and tracks.
- Only established campsites should be used.
- No drainage ditches should be dug around tents.
- Trips should generally be planned so that hut use is not required, but huts may be used if parties are small or in an emergency.
- Check details on biosecurity issues (e.g. Phytophthora infections) in areas to be visited and comply with any hygiene requirements.
- Employ minimal impact bushwalking and camping protocols and procedures, observing the basic principles of ['Leave no Trace'](#).
- Be aware of and comply with Fuel Stove Only Areas and minimise the use of campfires generally.
- Follow advice on the [Know before you go](#) website.

9.2 Camping

Scope

- Residential and base camps
- Lightweight overnight camping
- Extended multi-day camping
- Snow camping

Safety

The program must be appropriate to the camp site and the expertise of staff involved.

A comprehensive first aid kit must be available appropriate to the activity, size of party, and duration of the camp.

All students must be briefed on:

- the nature of the activity or activities
- the purpose of the camp
- camp rules and behaviour standards
- procedures relating to tents, sanitation, and food
- emergency procedures.

Prevailing and forecast weather conditions should be carefully assessed.

Equipment for snow camping must be well maintained and of high quality to withstand the worst conditions.

Approval

The approval requirements for group activities in national parks and other reserved land are described in [Section 9.1](#). The only other specific requirements are [Section 6. Planning requirements for all off-campus activities](#), described at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Equipment

All equipment on a student-by-student basis must be checked for suitability before departure. Parents/carers should be provided with an equipment list including details on:

- sleeping gear, including sleeping bags and/or pillows, blankets and sheets
- eating utensils
- footwear for wet weather
- walking or sporting activities
- clothing protective against wind, cold, rain, sun and heat
- personal items such as towel, toothbrush etc

- any other camping equipment as required.

Venues

The selection of site depends on the aims of the camp, age of the group, time of year, facilities available, transport requirements, and cost. In all cases the leader must reconnoitre the area taking in account potential hazards, facilities and services. Restrictions on lightweight camping apply in National Parks and other Crown/Private lands – permission must be sought. The availability of huts should not be assumed and alternative accommodation in the form of tents should be carried.

Fires should be lit in approved areas only. Fuel stoves should be used whenever possible and always in 'fuel stove only areas'.

Selection of lightweight camping sites must take into account:

- drainage, shelter, and access
- fire danger and danger from trees
- proximity of water
- location of emergency facilities
- food preparation, sanitation and shelter.

Qualifications/Experience

At least one adult must have a current Provide First aid qualification (HLTAID011). The leader must be either a teacher with experience in supervising students in camping environments and conducting school camps; or an adult who has similar relevant experience where no teacher is available with these qualifications. Additional supervising adults must have the experience and skill necessary to provide assistance to the leader.

Ratios and group size

There is no mandatory requirement except for groups camping in some National Parks. Check with the local Park Rangers for details. The [Australian Adventure Activity Standards for camping](#) recommend maximum group sizes of 22, including two adults.

Ratios will vary according to the particular circumstances and may need to be reduced in response to venue, skill, experience and age of participants, time of year, program, weather and qualifications of the leaders. Most camp operators have maximum numbers and ratios of leaders to students.

A minimum of two adults must accompany each group and students must be appropriately supervised at all times, particularly during free time. For young groups the recommended staff/child ratio is at least one to ten.

The DECYP requirements regarding gender must be met, i.e. overnight activities with mixed gender groups must have at least one male and one female teacher/leader.

Regulations

In general, the following protocols should be observed:

- No standing vegetation, dead or alive, should be cut for any purpose.
- Parties should remain on formed roads and tracks.
- Only established campsites should be used.
- No drainage ditches should be dug around tents.
- Huts should only be used in an emergency.

- Soaps and detergents should not be used or allowed to run into waterways.

Employ minimal impact camping protocols and procedures. The principle of [Leave no Trace](#) should always be applied.

Follow the [Safe walking guidelines](#) and check [Know before you go](#).

9.3 Canoeing and Kayaking

Requirements for recreational canoeing and kayaking are outlined below. Minimum standards for the conduct of safe non-competitive canoeing and kayaking are set out in Paddle Australia's [Safety Guidelines](#) to support staff to operate a safe, fun paddling activity (reviewed January 2024).

Leaders must have the relevant qualification, outlined below, and be familiar with these guidelines and implement the relevant sections in the groups they lead. The information that follows below is a summary and is not a substitute for being familiar with the [Safety Guidelines](#).

Scope

- Flat water canoeing or kayaking
- White water canoeing or kayaking
- Sea water kayaking

Safety

An appropriate first aid kit must be carried at all times.

Before commencing the trip, it is the leader's minimum responsibility to ensure to the best of their ability that:

- Each party member has the knowledge, ability, skill and equipment to participate safely.
- A risk analysis of the area is conducted prior to the activity to determine whether the area is suitable for the number of boats and skills of participants.
- Likely hazards are well researched.
- Group experience/capabilities (where possible) are confirmed.
- The Australian Canoeing Safety Guidelines are adhered to.
- A full briefing of participants is clearly carried out and understood.
- Environmental conditions (i.e. river levels, weather reports, weather forecast) are checked.
- All group equipment is stored correctly.
- A head count before departure and throughout trip is confirmed.
- There is an alert for the physical and psychological condition of the group.
- The pace of the group is controlled.
- The group is rested if and when necessary.
- Participants do not get into situations beyond their capabilities.
- Responsibility is designated to other leaders.
- A headcount is confirmed after the trip.
- Appropriate persons are notified of safe completion.
- All equipment is checked upon return.

Pre-activity preparation should include:

- Briefing students about the program, using equipment, emergency procedures and safety signals.
- Establishing the roles of assisting adults.

- Students should be able to swim confidently under a canoe or kayak wearing canoe clothing and a level 50 or 50S Lifejacket and surface on the other side.
- Younger students – that is upper primary – should be restricted to fixed locations with enclosed flat water.
- Students should not be introduced to white water until they have developed adequate skills on flat water.
- Day and multi-day trips should not exceed 10 kilometres per day.
- All participants must have canoe clothing and a level 50/50S Lifejacket or equivalent.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Consent

A signed [Consent form for Aquatic Activity](#) (staff login required) is mandatory and if there is no signed consent form obtained the student must not undertake the activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

The following qualifications are set out in the [Paddle Australia Qualification Scheme](#).

Canoe/Kayak Lifeguard

This qualification is a supervisory award for an enclosed area only.

Holders of the Canoe/Kayak Lifeguard award are qualified to manage a paddling activity in canoes or kayaks (closed or sit-on-top) in controlled situations, performing rescues as required, where the group does not leave the immediate launch area. Controlled situations include:

- an area where no environmental forces (waves, wind or current) are acting to separate or move the group significantly
- still water (insignificant tide or river flow)
- the ability to see all participants at once
- one lifeguard per six boats.

Flat Water Guide or Instructor

Holders of the Flat Water Guide and Instructor Award are qualified to operate on inland waters such as open lakes and rivers (but not on white water or at sea) in controlled conditions for inland kayaking and canoeing which include:

- sheltered and calm waters
- minimal wind
- ease of access to shore

- minimal flow of water.

Flat Water Guide or Instructor: Moving Water Endorsement

Holders of the Flat Water Guide or Instructor: Moving Water Endorsement are qualified to lead groups of paddlers up to Grade 1 water that could be clearly moving and have hazards such as strainers and a degree of risk but must be less than that of Grade 2 water.

White-water Guide or Instructor (Co-requisite: White-water Rescue Level 2)

Holders of the White-water Guide Award are qualified to lead up to Grade 2 white-water trips.

Holders of the White-water Instructor Award are qualified to instruct and facilitate the development of white-water paddling skills and knowledge up to Grade 2 water and guide groups on up to Grade 3 water.

Sea Leader

Holders of the Sea Leader Award are qualified to operate with participants who hold Sea Skills in sea kayaks in conditions that are:

- below “fresh” (17 knots) conditions
- distances of up to 4 nautical miles from the nearest shore
- surf to one metre.

Sea leaders may also lead less experienced paddlers in conditions that include:

- wind conditions below 15 knots (forecast or observed)
- crossings of less than 1 nautical mile
- surf to 0.5 metre
- not rounding a significant headland.

Sea Guide

Holders of the Sea Guide Award are qualified to lead groups of novices on activity and expedition-based programs in sea kayaks at sea and can operate in conditions that are:

- below “strong wind warnings” conditions (forecast or observed of greater than 25 knots)
- crossings of less than 10 nautical miles
- surf to 1 metre.

Operations may also be conducted in conditions that exceed the above where a documented hazard identification and risk management process has been undertaken to ensure the participants’ skills and equipment are appropriate to the environment.

Sea Instructor

Holders of the Sea Instructor Award are qualified to train individuals and groups from novices to instructors on activity and expedition-based programs in sea kayaks at sea defined as outside of estuaries, bays or other sheltering reefs or islands in moderate conditions:

- below “strong wind warnings” conditions (forecast or observed of greater than 25 knots)
- assessed in minimum winds of 11 – 16 knots (18 – 23 knots conditions suggested)
- areas of exposed coastline that is simple, not involving overfalls, tidal races or difficult landings

- open crossings may be included
- crossings of less than 10 nautical miles
- breaking (overtopping) waves (sea) up to 1 metre
- Surf to 1 metre.

Operations may also be conducted in conditions that exceed the above where a documented hazard identification and risk management process has been undertaken to ensure the participants' skills and equipment are appropriate to the environment.

Equipment

Kayaks, canoes and associated accessories used in all activities shall be of a type that is suitable for the nature and duration of the activity, the conditions expected during the activity, and the skill levels of all participants.

Kayak paddlers are to wear spray decks on white water and the sea. All paddlers must have:

- appropriate clothing for the duration of the trip
- a lifejacket meeting Australian Standard Specification for Level 50 (AS 4758) (previously Type 2)
- a helmet designed for kayaking
- suitable footwear.

The trip leader must have easy access to:

- a spare (breakdown) paddle
- a marine (pea-less) whistle
- throw bag
- the basic equipment required to facilitate a Z-Drag rescue, i.e. prussic loops and three Karabiners
- an appropriate knife or cutting device
- an appropriate length of rope for rescue
- basic repair kit (minimum – roll of duct tape).

The sea trip leader should carry the required sea kayaking equipment as outlined by MAST appropriate for the activity and area of operation, such as:

- maps and/or marine charts
- compasses and GPS receivers
- a marine (pea-less) whistle
- a mobile and/or satellite phone
- a signalling mirror, torch, strobe light
- marine VHF radio (operators should hold the Australian Waters Qualification - MARC059)
- flares (red, smoke, parachute)
- a UHF radio
- V-sheet
- chemical light stick (or electronic equivalent, e.g. strobe light)

- EPIRB (Note: MAST operates an EPIRB hiring service for all boating recreation activities).

Note: marine 27 MHz radio are no longer recommended.

Venues

- Venues vary according to the purpose of the activities, the type of equipment/craft being used, the weather forecast, the level of experience of the students and the qualifications of the leader.
- The leader must trial the trip before leading a student group.
- Any canoeing on the sea (excluding sea kayaks), including surfing must be at a fixed location within 100 metres of the shore.
- Open water paddling on lakes and estuaries, excluding the use of sea kayaks, should be restricted to within 100 metres of the shore.
- There are restrictions for many venues and access points. In some cases, access has been withdrawn due to overuse.
- Leaders should be familiar with regulation and licensing.
- Where necessary, permission should be sought from the relevant landowner or management agency.
- [Leave No Wake - A Guide to Minimal Impact Sea Kayaking](#) in Tasmania (Department of Natural Resources and Environment Tasmania website) practices should be used.

Ratios

Ratios will vary according to several factors (for example, type of craft, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders). The [Paddle Australia Safety Guidelines](#), have been used as a reference.

Ratios for flat water/inland kayaking or canoeing

In adverse weather, the conditions on a large body of inland water can approach those found at sea. Water temperatures, even in summer, may be much lower than equivalent sea temperatures. Control of a group can be rapidly lost as conditions deteriorate and capsizes occur. Under such conditions, as at sea, it can be difficult to keep the group together unless they are able to respond skilfully and effectively to instructions.

The acceptable ratio of leader/guide to participants for conducting group kayaking or canoeing activities on inland water is one to six, or one to eight in double canoes or kayaks.

Supervision should be increased towards a ratio of one to four under the following conditions:

- Participants have special needs, including behavioural, physical or intellectual disability.
- Participants are primarily younger children.
- Weather conditions are poor (existing or forecast), with white horses, wind and/or cold water.
- Any planned trip is along a committing shoreline with few safe egress points.
- The area is remote from observation or rescue.
- The body of water is subject to unpredictable winds, common in mountainous areas.

Supervision may be relaxed towards a ratio of one to twelve under the following conditions:

- All participants are 17 years of age or older.
- All participants are competent, both individually and as a group, to deal with likely problems, which may be encountered.
- Good weather forecast with light/favourable winds, flat and warm water which present little risk to participants.
- Area is non-remote where assistance from other groups or craft might be available.
- Planned trip will stay close to an easily accessible shoreline.

Ratios for white water kayaking or canoeing on moving rivers up to Grade 3 (International River Grading System)

Communication problems caused by water noise, helmets covering ears, and a shortage of safe, 'assembly points', will always make the management of a large group extremely difficult. The value of a qualified assistant (to bring up the rear, or pre-shoot a rapid, or deal with individual problems) cannot be over-emphasised when paddling on moving water.

The acceptable ratio for conducting group kayaking or canoeing activities in moving water up to, and including, Grade 3 is a minimum of one to four.

Supervision should be increased under the following conditions:

- Participants have special needs, including behavioural, physical or intellectual disability.
- Participants are primarily younger children.
- The river being paddled is in flood.
- The water temperature is cold and may affect participant's capabilities.
- The river is in a remote area.
- The river is known to have few large breakouts.
- The river has continuous sections of technical water.
- The river has frequent 'pinning' hazards (rocks, trees, etc).
- Egress is required above more hazardous sections.

On Grade 2 water, the ratio may be relaxed to one to six in the following circumstances:

- Two or more instructors are with the total group.
- The white water is in short sections rather than being continuous.
- Appropriate group management is applied so that only one participant is at the crux point of the rapid at any time.

Ratios for Sea Kayaking

The effect (not always obvious) of winds and currents on novice paddling groups at apparently benign looking beaches can be dramatic. Local knowledge and experience in this type of environment is vital for leaders. Control of a group at sea can be rapidly lost as conditions deteriorate and capsizes occur. Under such conditions, it can be impossible to keep the group together unless they are able to respond skilfully and effectively to instructions.

Some tidal estuaries, whilst sheltered at times, can present severe open sea hazards at other times.

The acceptable ratio of leader/guides to participants for conducting group kayaking activities at sea

is one to six, or one to eight if using double kayaks.

Supervision should be increased towards a ratio of one to two considering the following conditions or variables:

- Participants have special needs, including behavioural, physical or intellectual disability.
- Participants are primarily younger children.
- Foreseeable conditions are poor, including swell, breaking waves, spring tides and/or wind (especially if against tide).
- The water temperature is cold and may affect participants' capabilities.
- A trip is being undertaken which:
 - is along a committing shoreline
 - is remote from observation
 - involves unavoidable tide races or over falls.
- Access or egress will involve surf greater than 1 metre.

Supervision may be relaxed towards a ratio of one to ten under the following conditions:

- All participants are 17 or older.
- All participants are competent, both individually and as a group, to deal with likely problems, which may be encountered.
- All participants can reliably and consistently perform an 'kayak roll'.
- Good weather forecast for a stable sea state with no spring tides or tidal stream.
- Water temperatures are warm and present little risk to participants.
- The location/route is not remote and assistance from other groups or craft is available.
- The location/route is always close to an easily accessible shoreline.
- The leader holds a higher qualification than required for the activity.

Regulations

MAST has regulations for the equipment requirements for the use of canoes and kayaks. Minimal impact principles and practices should be observed at all times.

Useful Links

[Australian Adventure Activities Standards](#) – sections on Kayaking

[Paddle Australia Safety Guidelines](#)

[Australian Bureau of Meteorology – Weather Words](#)

[Marine and Safety Tasmania](#)

9.4 Caving

For all information on ratios, qualifications and equipment when taking students caving refer to the [Australian Adventure Activity Standards](#). Leaders must be familiar with this document as referenced on the [Department of Sport and Recreation webpage](#) and implement the relevant sections of the [Caving - Australian Adventure Activity Good Practice Guide](#) in the groups they lead.

Scope

Horizontal caving involves crawling through narrow openings, fording streams and climbing up and down short rock faces.

Vertical caving involves the use of ropes or ladders to ascend or descend vertical drops known as pitches. Commercially operated guided tours of caves are not included in these procedures for caving.

Safety

Cave selection is the most important consideration when developing an activity plan which means taking into account:

- educational purposes of the activity
- leader/guide to participant ratio
- group size
- group skill/experience level, including age, fitness, medical issues, individual's size and maturity
- cave type – horizontal, single pitch, multi-pitch
- cave environment – wet, dry and issues of minimal impact
- access and remoteness of the cave system
- forecast rainfall in catchment areas as well as current weather conditions and river levels
- land manager's requirements including registration and group numbers
- equipment requirements and vehicle support
- suitability and availability of cave maps.

The trip leader must be familiar with the cave being visited. The trip leader must fully brief guides and assistants about the program, the participants, safety procedures and the emergency plan.

The methods and particular communication calls to be used must be made plain to all participants. River flow and dynamics must be known and communicated to all participants.

The nature of the activity, underground hazards, inherent risks, emergency plan – including hypothermia, group conduct and communication requirements must be communicated to all participants.

An emergency plan must be established, with emergency access and escape routes identified. Emergency contact details for key organisations (land manager and police) must be identified together with how they are best contacted.

Specific emergency communications equipment must be carried by the group, such as a PLB or EPIRB.

An emergency 'trigger' time for the non-participating contact to inform emergency services must be established.

Site specific hazards need to be documented and prevention measures established as part of risk assessment and management.

A comprehensive First aid kit must be carried.

Approval

Before any caving activity is undertaken, a [Caving Application Form](#) must be completed and sent to the Deputy Secretary Schools and Early Years for approval. RMPs also need to be completed and signed off by the Principal.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

AQF Outdoor Recreation Certificate 3 SIS30413 (Guide) or Certificate 4 SIS40313 (Instructor) with specialisation in the appropriate caving qualifications is recommended.

At least one leader must have a current Provide First Aid qualification (HLTAID011).

Leaders should also have knowledge of the following:

- Australian Speleological Federation codes of conduct and ethics
- caving knowledge well in excess of that of the participants
- Tasmanian caves and cave systems and their management
- current search and rescue procedures
- thorough knowledge of the safe use and care of equipment involved in the activity
- experience in outdoor activity programs in a number of different localities and caving expeditions that reflect the needs and abilities of participants
- competency in route-finding and navigating underground, including the ability to follow a cave map.

All persons acting as guides should be able to provide support and assistance to the trip leader and manage any incident or emergency according to the emergency plan should the leader become injured or incapacitated.

Equipment

The following equipment **must** be available during any caving trip:

- an adequate First Aid kit
- two watches
- a pocketknife
- a notebook and pencil
- an appropriate thermal wrapping such as a thermal blanket or bivvy bag (essential in wet caves)
- a repair kit for lights.

The following additional equipment is required for any vertical caving trip:

- all ropes must be appropriate for caving (synthetic static kernmantle style with a manufactured breaking strain of at least 20kN)

- an appropriate rescue system including spare 'emergency' rope
- ascending and descending equipment arranged in such a way that the direction of travel can be quickly reversed
- two points of attachment when ascending or transferring on ropes
- appropriate steel wire caving ladders and attachment in conjunction with belay lines
- rescue equipment including spare rope, ascenders and pulleys.

The following should be available on the surface:

- spare clothing for individual cavers
- additional group emergency equipment such as sleeping bags and emergency communication equipment
- a vehicle for use in case of emergency.

The following is required for all participants:

- International Climbing and Mountaineering Federation (UIAA) or equivalent caving helmets must be used.
- In vertical caves UIAA or equivalent harnesses must be used.
- Each participant must independently carry a reliable primary and secondary light source appropriate for a cave, preferably helmet mounted and hands free.
- Spare globes and batteries must be carried according to the leader's experience and knowledge of the group and condition.
- Clothing should be overalls with woollen or thermal tops and bottoms.
- Footwear should have substantial tread and be appropriate for cave conditions.
- In cold or wet caves, spare dry clothing such as a thermal top and warm beanie should be carried in a waterproof bag.
- Water and emergency food should be carried.
- Participants must carry personal medication, and the trip leader and guide(s) must understand why and how they are to be used.

Venues

Caves are among the most fragile ecosystems in nature, and damage caused to habitat, cave formations or sediments may never repair; particular caution should be exercised in the choice of cave visited.

Permission and updated access information must be obtained from the controlling authority or landowner where appropriate before entering any cave or cave system.

Toileting must be away from any cave entrance or drainage features.

Ratios

Ratios will vary according to (for example, venue, skill, age of participants, fitness of participants, time of year, program, weather and qualifications of the leaders, as well as complexity of the activity).

Regardless of these factors the following should apply:

- There should always be at least two individuals with the competency to lead the group on any caving activity.
- The leader/guide to dependent ratio must never exceed one to six.

- For horizontal caving the maximum size of the party must be 12 people, and the ratio should be at least one adult for every five dependent cavers. A party must contain at least four members (two of whom should be competent to lead the group as stated above).
- Any group of more than 12 participants must be split, and only one group should be in any one cave at any time.
- Ratios for vertical caves will be dependent on the cave environment but should not exceed that for horizontal caving

Regulations

- Minimal impact principles and practices should be observed at all times.

9.5 Diving (Scuba) and Snorkelling

Scope

- Snorkelling
- Scuba

Safety

Participants should have a current medical certificate (diving medical to Australian Standard AS4005.1) indicating that they are fit to undertake snorkelling/Scuba.

Open water snorkelling/Scuba participants must be able to swim 200 metres and tread water/float for 10 minutes.

The instructor must:

- check off a list of names or do a head count as the swimmers enter and leave the water
- know the location of nearest phone and doctor
- have transport available in the event of an emergency
- instruct students in the 'buddy system'
- carry out pre-dive checks and checks of all divers on completion of the dive
- set limits on group movement – particularly depth
- complete logs after each dive
- involve all members of the group in pre-dive plan and post-dive debrief
- be prepared to cancel the dive if necessary
- ensure appropriate emergency procedures are clearly understood by all supervising staff.

In the case of snorkelling, students must be trained in the following before being permitted to venture beyond a depth of 1.5 metres:

- Practical: ditching weight belt, clearing flooded snorkel, equalising ears, snorkelling with flooded mask or no mask, entry and exit methods and rescue techniques.
- Theory: buoyancy control, dangers of separation from the group, hyperventilation, hypothermia, squeeze, dangerous marine animals.
- Attitude: students must be trained in the responsibilities and attitudes necessary to undertake snorkel diving. For snorkelling in open water an adult observer must be present.

In the case of Scuba diving:

- Dive tables must be used when planning any subsequent dive within 12 hours.
- Night dives (or snorkels) should be strictly under instructor supervision with at least one instructor to four divers under instruction.
- Each diver should have a light source plus spare.

For recreational ocean snorkel diving and Scuba, one of the supervising staff must remain out of the water kitted with snorkelling equipment and maintaining constant watch over the dive location.

The location of the nearest oxygen source must be known.

No spear guns, hand spears or slings are allowed.

For Introductory or Entry Diving Course, the depth of the dives must not exceed 12 metres. For full Open Water training, dives must not exceed 18 metres.

Approval

No specific requirements beyond [Section 6 Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Consent

A signed [Consent form for Aquatic Activity](#) (staff login required) is mandatory and if there is no signed consent form obtained the student must not undertake the activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Equipment

Individual equipment for snorkelling:

- wet/dry suit including hood, boots and gloves (recommended)
- weight belt (if wet suit used) with a quick release buckle.

Group equipment for snorkelling:

- a first aid kit appropriate to snorkelling activities
- a diver's flag (International Code Flag 'A')
- adequate safety devices such as float, life buoys and safety boat are required.

For Scuba (in addition to the above for snorkelling):

- air cylinder to Standards Association of Australia (AS 1777 – 2005 (R2016) specifications with current test stamp
- single hose regulator fitting with submersible pressure and depth gauges, and an Octopus Second Stage
- buoyancy compensator with scuba feed inflation device
- diver's knife (optional)
- a watch/bottom timer per instructor
- for boat diving additional equipment is required:
 - highly visible float with mermaid line
 - descent/ascent line – incorporating a safety stop facility
 - notebook and pen (optional)
 - decompression tables or alternate means of calculating decompression obligations
 - datum marker such as GPS or suitably weighted line plus float
 - fully charged spare Scuba kit.

Qualifications/Experience

Snorkelling:

- Minimum qualification for sheltered water – National Coaching Accreditation Scheme (NCAS) Level 1 (Ocean Snorkel Coach), or equivalent.

Scuba:

- Minimum qualifications – National Coaching Accreditation Scheme (NCAS) Level 2 (Scuba Instructor), or equivalent.

Scuba – qualified divers:

- At least a Dive Supervisor qualification.
- Support Staff (Assistants) must be at least 18 years of age and must hold at least an approved entry level scuba qualification.
- The instructor must hold approved accreditation if teaching Advanced, Specialty or Master Diver courses.
- Where commercial power craft (less than 12 metres in length) is required to accompany divers, the vessel must be in survey and skippered by an adult holding a Coxswain Grade 1 Near Coastal (NC) qualification as a minimum. For vessels over 12 metres in length a Master <24 Near Coastal (NC) qualification must be held.

Venues

Instructors must have an emergency plan in place for any venue. The instructor in charge must have first-hand knowledge of the dive site.

The site must be marked with a diver's flag displayed in recognisable fashion which is the International Code Flag 'A'.

Sites should also have:

- safe entry and exit points with minimal water movement
- no obvious dangers such as boat traffic or fishermen
- a current less than 0.5 knot
- stable weather and water conditions
- minimum visibility of three metres under water.

Diving into caves or shipwrecks which prevent direct access to the surface, or in conditions of restricted visibility or at night, require participants to hold the relevant certificates or to be training for them.

Divers are not to collect any natural objects or relics while on their dive unless a license has been obtained for marine studies from Parks and Wildlife Service – objects taken for this purpose must be returned after examination.

Divers should be briefed on nature conservation issues and the need to protect marine environments – the briefing should also include information on dangerous marine life.

Ratios

Ratios will vary according to (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders). The required staff to student ratios are as follows:

Snorkel diving – for students under instruction

- Pool – one instructor to twelve participants.
- Open sheltered water – one instructor to eight participants.
- For locations other than a pool there must be two adults present one of whom is the teacher responsible for the activity.

Recreational ocean snorkel diving for qualified divers

- 12 qualified snorkel-divers per supervising coach or Divemaster in the water at any one time
- There must be at least one other support staff who must be over 18 years of age.

Scuba diving – diving students under instruction*Pool*

- one instructor and one assistant to ten student divers
- one instructor and two assistants to twelve students.

Open water

- one instructor to six student divers plus an observer
- one instructor and one assistant to eight student divers (maximum of two assistants)
- the maximum instructor-participants ratios should only be used toward the latter stages of training and when water conditions (current, visibility, temperature, waves and wind) are favourable.

Recreational Scuba diving for qualified divers

- No more than eight qualified divers per Dive Supervisor must be in the water at any one time.
- There must be at least one other support staff member on shore.

Regulations

Minimal impact principles and practices should be observed at all times.

9.6 Mountain Biking

Safety

In addition to the requirements for [cycle touring](#):

- Mountain biking usually incorporates some degree of bicycle manoeuvring through obstacles such as fallen trees or narrowly spaced trees, creeks, mud, rocks etc. Safety and consideration for others and the environment are of utmost importance. An eco-sensitive attitude and minimal impact approach should be adopted.
- Bikes must be regularly maintained and in full working order.
- All participants should be aware of procedures in case of an accident.
- A 'buddy system' where participants are paired together should be used wherever possible.
- Participants should be informed of the route to be followed, preferably with a 'google' map.
- No night riding is to be undertaken.
- Speed should be carefully monitored on downhill slopes.
- Sun protection should be worn – sunscreen and clothing.
- Mountain biking involving rugged off-road trails and tracks is not suitable for students under 12 years of age.
- Mountain bikes can be used by children under 12 years of age in areas such as off-road low risk trails, bike tracks (including in a triathlon event) pump tracks or similar low risk-based areas away from vehicular movement.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

AQF Certificate 3 (Assistant Leaders) and 4 (Leader) with relevant specialisations, or equivalent.

All cycling activities must be led by a qualified leader or a competent adult leader with proven experience in leading groups in the conditions and terrain expected on the planned route.

One leader must hold a current Provide First Aid qualification (HLTAID011).

Equipment

In addition to cycle touring:

- Clothing should be brightly coloured, suit the weather conditions and strike a balance between ventilation and protection.
- Gloves and enclosed footwear should be worn.
- Each participant should carry water and energy food as well as a spare inner tube.

- Tyres must be suited to the terrain.
- Mountain biking may be undertaken with the aid of a support vehicle able to travel on rough terrain.

Venues

In addition to the requirements for cycle touring, information on trails/tracks and restricted areas should be obtained from National Parks and/or Forestry Tasmania, and/or from the Wellington Park Management Trust.

Ratios

Supervision varies according to conditions and duration of the trip:

- Remote trails, rugged terrain and/or long trips: one leader to five riders (maximum of 10 riders).
- Urban trail, easy terrain and/or short trip: one leader to seven riders (maximum of 14 riders).

It is recommended that a minimum of two adults accompany each group.

Regulations

Minimal impact principles and practices should be observed at all times.

The [Road Rules](#) must be followed at all times, with particular reference to Parts 14 and 15 of the [Rules](#).

9.7 Rafting

The term 'rafting' refers to the use of inflatable multi-chambered boats (rafts). The use of inflatable mattresses, home-made rafts, inner tubes or small plastic inflatable boats (duckies) is not recommended. See specific information on this equipment in the [Inland Water Paddle – craft Good Practice Guide](#).

For all information on ratios, qualifications and equipment when taking students rafting refer to the [Australian Adventure Activity Standards](#).

Leaders must be familiar with this document and implement the relevant sections in the groups they lead. The information that follows below is a summary and is not a substitute for being familiar with the [Inland Water Paddle-craft Good Practice Guide](#)

Scope

- Flat water rafting
- White water rafting

Safety

River selection is the most important consideration when developing an activity plan, which means taking into account:

- educational purposes of the activity
- leader/guide to participant ratio
- group size
- group skill/experience level, including the ability of participants to paddle the grade of river
- type and size of boats river characteristics – length, grade, technical difficulty and surrounding environment access and remoteness and need to camp overnight
- age of group
- suitability of current weather and forecast conditions
- vehicle support
- suitability and availability of map.

The trip leader must be familiar with the specific river section being visited. Site specific hazards need to be documented and prevention measures established a part of risk assessment and management.

Participants' swimming ability and medical conditions and associated treatment, including how these may affect performance, need to be documented.

An emergency plan needs to be established with emergency access and escape routes identified.

The trip leader must fully brief guides and assistants about the program, the participants, safety procedures and the emergency plan.

The methods and particular communication calls to be used on the river must be made plain to all participants. River flow and dynamics must be known and communicated to all participants.

A comprehensive first aid kit must be carried. Trips with more than 20 participants and guides should carry two first aid kits.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Consent

A signed [Consent form for Aquatic Activity](#) (staff login required) is mandatory and if there is no signed consent form obtained the student must not undertake the activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

Trip leaders and/or guides should have either an award of the Australian Board of Canoe Education Award Scheme or equivalent, including one of:

- a Basic River Guide
- a White-Water Rafting Guide (proficiency).

If a group is led from a kayak, the kayaker must also be:

- qualified as a Level 2 or 3 Instructor (White Water), or
- qualified with the AQF Outdoor Recreation Certificate 4, or
- confident of having satisfied a process of skill acquisition, at least equivalent to that described by the relevant Outdoor Recreation Training Package units.

Assistant guides/assisting leaders should have relevant rafting experience and group management skills, equivalent to the AQF Outdoor Recreation Certificate 3 with specialisations in rafting.

At least one of the leaders/assistant leaders/guides must hold a current Provide First Aid qualification (HLTAID011) however, it is recommended that every trip leader and assistant leader/guide should hold a current Provide First Aid qualification (HLTAID011).

Equipment

Rafts must be in serviceable condition and constructed in accordance with International Standards ISO 6185 – 1982, Ship building and Marine structures.

Inflatable boats – boats made of reinforced elastomers or plastomers or Australian Standard AS 2677 – 1983, Inflatable Boats.

Rafts must carry a bailer system, spare paddles, an inflation pump, a bow and stern line, a throw bag or rescue line, and a repair kit.

Spare clothing and emergency equipment must be carried in waterproof containers attached to the raft. Participants must have:

- appropriate clothing for the duration of the trip
- a Lifejacket meeting Australian Standard Specification for Level 50/50S (AS 4758) (previously PFD Type 2/3
- a helmet designed for river rafting or kayaking

- a paddle with a specifically designed 'T' grip made of a material that will not shatter or crack leaving sharp edges
- suitable footwear.

The trip leader must have easy access to:

- a spare (breakdown) paddle
- a whistle
- throw bag
- the basic equipment required to facilitate a Z-Drag rescue, i.e. prussic loops and three Karabiners
- a flip line or tape
- an appropriate knife or cutting device
- an appropriate length of rope for rescue
- basic repair kit (minimum - roll of duct tape).

The trip leader **must** carry the following communication and navigation equipment as appropriate for the activity and area of operation:

- maps and/or marine charts
- compasses and GPS receivers
- a marine (pea-less) whistle
- a mobile and/or satellite phone
- a signalling mirror, torch, strobe light
- marine VHF radio (operators should hold the Australian Waters Qualification - MARC019)
- flares (red, smoke, parachute)
- a UHF radio
- V-sheet
- chemical light stick (or electronic equivalent)
- PLB/EPIRB (Note: Service Tasmania operates a PLB/EPIRB hiring service for all outdoor recreation activities).

Note: marine 27 MHz radios are no longer recommended.

Venues

Many venues and access points for rafting have access restrictions – contact Hydro Tasmania, Parks and Forestry for information.

The choice of venues and locations depends on the weather and water conditions including water levels.

Selection of venue is influenced by the degree of difficulty and potential hazards – that is, basic river conditions and white-water conditions.

Note: Rivers with rapids classified at Grade 4 and above **must not** be used for any school groups. The Brady's Lake Slalom Course is **not** to be used by school rafting groups.

Ratios

Ratios will vary according to (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders).

There should be a minimum of one trip leader and one assistant guide/leader on every trip.

A raft may only be 'self-guided' on Grade 1, 2 and 3 rapids. A self-guided raft requires at least the same supervision level as that of a guided raft.

The minimum ratios are:

- 1 to 15 participants – one trip leader and one assistant guide/leader
- 16 to 22 participants – one trip leader and two assistant guide/leaders
- 23 to 30 participants – one trip leader and three assistant guide/leaders

Regulations

Minimal impact principles and practices should be observed at all times.

9.8 Rock Climbing – Artificial Structures using a traditional rope system and belayer(s)

Rock climbing and abseiling on artificial climbing structures using a traditional rope system and belayer(s).

Scope

- Climbing on artificial climbing structures and walls
- Lead climbing on artificial climbing structures and walls

Safety

An equipment log, inspection checklist or other suitable practice must be completed and/or reviewed prior to any activity to ensure climbing equipment is fit for purpose.

The facility must comply with local statutory building requirements, including inspection re-certification – a certified engineering certification should be provided. Artificial climbing structures such as walls, gyms, outside facilities and equipment must be checked each day for hazards or changes prior to use, particularly “soft” climbing equipment/parts of the system including ropes, bottom anchor systems, the way the rope is threaded over bars/anchors at the top etc.

All participants should be given a thorough briefing on safe usage of equipment and fittings and be able to demonstrate the necessary level of skill to belay and climb independently. Where participant competence cannot be reasonably assured then direct staff supervision must be maintained.

When using commercial climbing facilities, schools are responsible for ensuring that facility staff leading student activities hold minimum qualifications as specified in the Qualifications/Experience section below. Where facility staff do not hold the necessary qualifications, it is the responsibility of the school to ensure appropriately qualified staff members lead the activity, or where this is not possible, not proceed with the activity.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

Top rope climbing on artificial climbing structures and walls: [Tasmanian Climbing Instructors Association \(TCIA\) Indoor Climbing Guide](#).

Lead climbing on artificial climbing structures and walls: [TCIA Indoor Climbing Guide](#) and [Single Pitch Guide or Multi-Pitch Guide](#).

TCIA qualifications are recommended, however details on alternative qualifications are available via training.gov.au. The equivalent National Competencies for climbing on artificial surfaces include the following required units:

- SISOCLM001: Top rope climb single pitches, artificial surfaces.

- SISOCLM005: Establish belays for single pitch climbing on artificial surfaces.
- SISOCLA311: Guide top rope climbing activities on artificial surfaces.
- SISORSC002: Perform vertical rescues.
- SISXFAC006: Maintain activity equipment.

Indoor climbing guides that DO NOT hold another TCIA outdoor qualification, (dually qualified) must undertake a refresher/reassessment every two years that includes running a session and rescue.

Equipment

Climbing equipment

All gear such as ropes, harnesses, helmets and belay devices should meet UIAA standards.

Locking karabiners should be used for all connections when belaying and abseiling. The rope must be effectively secured to the rated attachment point on the climbing harness when climbing or when used as a safety rope/belay. Karabiners used for lead climbing protection (i.e. quick draws) may be single opening action.

Ropes for use on Artificial Climbing Structures should be certified by the manufacturer as suitable for single rope belays. For lead climbing, ropes should again be certified for this purpose (e.g. EN 892).

Appropriate footwear should be worn. Emergency equipment including a first aid kit, and suitable rescue equipment must be readily available.

Artificial climbing structures (walls, gyms, outside facilities)

Artificial climbing structures including ground and top anchors should be tested in accordance with European Standards (EN) 12572:202 *Artificial Climbing Structures – protection points, stability requirements and test methods or equivalent*.

Attachments to top anchors must be clearly distinct from any other building fittings and must be designed such that they cannot be inadvertently wrongly threaded or attached.

Floor coverings in impact zones (climbing gyms) for potential falls of over two metres must be in accordance with Australian Standards AS/NZS 4422:2016 *Playground Surfacing*.

The floor surfacing in bouldering areas may be of foam or similar padding but must have uniform surface with no gaps.

Venues

Schools

Schools with artificial climbing structures must have a documented rescue plan for each rope system used.

Rescues should be practiced regularly by all staff and activity leaders who use the venue.

Community and Commercial

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Ratios

Ratios will vary according to (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders). The supervision ratios will depend on a number of variables including layout of the facility, internal visibility, equipment, and the age, experience and fitness of the students. The number of participants will therefore reflect the judgment of the

instructor/manager as to how many can be supervised at any one time. Spectators should be restricted to safe areas where they will not either distract or interfere with the activity, and where they are themselves safe.

Regulations

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

9.9 Rock Climbing – Natural Surfaces

Rock climbing and abseiling on natural climbing surfaces – outdoors.

Scope

- Bouldering
- Top rope climbing
- Single pitch guided climbing experience
- Multi pitch guided climbing experience
- Abseiling

Safety

Bouldering

The instructor should be familiar with the area to be used and delineate this area carefully for students. The rock should be judged to be sound and without risk of rock fall. Landings should be level and obstacle free.

Abseiling, top rope climbing, single pitch and multi-pitch climbing

Venues should have:

- stable rock
- easy and safe access to the top and bottom of the cliff for abseiling, top roping and single pitch guided experiences.

Multi pitch venues should additionally have:

- access and egress that is suitable for the skills of the group
- an area where observation may occur without risk of injury, if required
- effective communication over the whole area being used.

Leaders should have first-hand knowledge of the area to be used and its suitability to the program and the group. When planning activities the leader should seek to minimise the group's impact on the environment.

The risks associated with climbing in remote areas needs to be very carefully considered. Climbing in remote areas is generally not recommended.

Planning

Pre-activity preparation should include:

- establishing communication procedures at the cliff site
- clearly delineating roles and responsibilities of leaders
- when necessary, planning should include updated weather and fire information, and tide/sea conditions when coastal climbing.

Bouldering

Competent and effective spotting should be used for low level bouldering. Students must be given training prior to climbing.

Bouldering above two metres (height above the ground) by students is not recommended. Students should be aware of the climbing, safety and etiquette codes for each area.

Top rope climbing/abseiling

These activities are recommended for secondary and senior secondary students only. Students must be given appropriate training prior to climbing.

Students must not carry out any belaying until they have received instruction and have demonstrated competency using the belay system.

Prior to climbing all participants must be made aware of safe access routes to the top and bottom of the crag. Programs including these activities should involve progressive and sequential skill development.

Abseiling – students (except on multi-pitch climbs) must be belayed on a rope which is independent from the abseil rope.

Single Pitch Guided Climbing Experience

Single pitch climbing is restricted to suitably experienced students only. The student should operate as a second. The guided single pitch experience should be delivered as part of an appropriate sequential program.

The climb should have suitable access and egress. The climb should be no longer than half a rope length (ideally less than 30 metres), to allow safe belay technique and provide an ability to conduct efficient rescues. Effective verbal and visual communication between guide and students should be maintained throughout the experience.

Teaching lead climbing to students is not recommended in most cases, however this could be done safely if properly risk assessed and appropriate measures put in place to safeguard the lead climber.

Solo climbing is not permitted.

Multi Pitch Guided Climbing Experience

Multi pitch climbing is restricted to experienced students. The student should operate as a second. The guided multi pitch experience should be delivered as part of an appropriate sequential program.

Teaching lead climbing to students is not recommended in most cases, however this could be done safely if properly risk assessed and appropriate measures put in place to safeguard the lead climber.

Solo climbing is not permitted.

An appropriate program should include the development of skills and knowledge of emergency procedures.

Approval

No specific requirements beyond [Section 6 Planning requirements for all off-campus activities](#), at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

Assisting leader/adults should have relevant climbing experience and group management skills necessary to provide assistance to the leader.

Leaders must also have a current Provide First Aid qualification (HLTAID011) or equivalent.

- **Bouldering** – Tasmanian Climbing Instructors Association (TCIA) Top Rope Guide, Single Pitch Guide or Multi Pitch Guide.
- **Top rope climbing** – TCIA Top Rope Guide, Single Pitch Guide or Multi Pitch Guide
- **Abseiling** – TCIA Abseil Guide, Top Rope Guide, Single Pitch Guide or Multi Pitch Guide
- **Single Pitch Guided Climbing Experience** - TCIA Single Pitch Guide or Multi Pitch Guide
- **Multi Pitch Guided Climbing Experience** - TCIA Multi Pitch Guide

TCIA or nationally recognised qualifications are recommended for guides/instructors, however in some circumstance where a guide/instructor has relevant alternative industry qualifications (i.e. [Australian Climbing Instructors Association](#) (ACIA), [New Zealand Mountain Guides Association](#) (NZMGA), [American Mountain Guide Association](#) (AMGA)), the TCIA may choose to conduct an assessment to validate the guide/instructor's qualifications.

Information about alternative National Competencies is available via [training.gov.au](#). The equivalent National Competencies for climbing on natural surfaces include the following required units:

- SISOCLM003: Lead climb single pitches, natural surfaces.
- SISOCLM004: Lead climb multi pitches, natural surfaces.
- SISOCLM006: Establish belays for single pitch climbing on natural surfaces.
- SISOCLM007: Establish belays for multi-pitch climbing on natural surfaces.
- SISOABS006: Establish ropes for single pitch abseiling on natural surfaces.
- SISOABS007: Establish ropes for multi pitch abseiling on natural surfaces.
- SISOABS009: Lead single pitch abseiling activities on natural surfaces.
- SISOABS010: Lead multi pitch abseiling activities on natural surfaces.
- SISOABSC002: Perform vertical rescues.
- SISXFAC006: Maintain activity equipment.

Equipment

All gear such as ropes, harnesses, belay devices should meet UIAA standard or CE standard.

Locking karabiners should be used for all connections when belaying and abseiling. The rope must be secured to the rated attachment point on the climbing harness when climbing or when used as a safety-rope/belay.

Helmets must be worn while climbers are actively involved in abseiling, belaying, climbing or whilst near any cliff.

Emergency equipment including a comprehensive first aid kit, communication equipment, an additional rope and relevant ascender/descender equipment must be readily available. Appropriate footwear must be worn.

Venues

Many venues for bouldering and rock climbing have access restrictions (for example, in the case of White Water Wall in the Freycinet National Park only two climbing groups are allowed at a time with a maximum of twelve persons including two guides and only one group is allowed to camp at the site at any one time). If planning an activity on kunanyi/Mt Wellington the [Wellington Park Management Trust](#) should be contacted.

Leaders should familiarise themselves with the regulations or licensing requirements that cover any public land which they may use.

Wherever necessary, permission should be sought from the relevant landowner or management agency.

Ratios

Ratios will vary according to (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders).

There must be a minimum of two leaders/adults present for all outside climbing activities with a ratio not exceeding one to ten.

Bouldering – normally a maximum of 10 climbers per instructor.

Top rope climbing/abseiling – normally a maximum of 10 climbers per instructor.

With experienced climbers in suitable locations the ratio for climbing, using bottom belays and a backup belayer, might be increased to twelve to one, using four ropes.

When using top belays, a back-up belayer should be used and the ratio kept to six to one.

Single Pitch and Multi Pitch Guided Climbing Experiences – the student to guide ratios will be at the discretion of the guide but normally the ratio should not exceed two participants to each qualified leader on the cliff face.

In remote locations, where access to emergency services is difficult and may take longer than two hours to reach, there should be a minimum of two leaders/guides.

Regulations

Minimal impact principles and practices should be observed at all times.

9.10 Rock Climbing with Auto-belay System

Rock climbing on artificial structures, or other high/low rope courses, using an Auto-belay. Auto-Belay systems are not endorsed or trained by the Tasmanian Climbing Instructors Association (TCIA).

However, if DECYP risk management procedures allow their use at an approved commercial facility, at a minimum the TCIA recommends that a competent adult must verify the correct connection of the karabiner to the rated point on the climber's harness, prior to commencing climbing. This check is required each time a climber attached to a new auto-belay system. If they have not disconnected and reattempt to climb the same section of wall no connection check is required.

In this context, a 'competent adult' means the suitably trained staff of the facility, or DECYP staff that have been adequately inducted into the system being used and are confident to accept this responsibility.

9.11 Rope Courses

Safety

In planning activities teachers should ensure the program includes:

- a progression of skills training and experience and that the activities match the age of students
- warm up activities
- appropriate lead-up activities such as trust and group cooperation
- clear instruction (and training if necessary) about each element, and safe procedures (including dangers in shaking ropes or bouncing on elements)
- training in 'spotting', including practice, with groups of three working on any one activity
- training in belaying, including methods of attachment to the belay system
- students should belay other students only after proper instruction and under supervision.

Most ropes courses are designed for secondary/senior secondary/adult groups – special modifications are required for younger students.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

AQF Outdoor Recreation Certificate 3 (Assistant leader) or 4 (Leader) with specialisations in rope course units, or equivalent.

The leader must have:

- experience in the use of the ropes course
- experience and sound knowledge of recognised safety systems used in ropes course activities
- ability to affect a rescue from any activity on the ropes course.

One adult present **must** have a current Provide First Aid qualification (HLTAID011).

Equipment

Participants should wear long trousers, solid footwear, and safety helmet (CE or UIAA standard) on all high rope courses.

For high elements, locking karabiners should be used for all connections when belaying and abseiling and the rope must be tied to the harness when climbing or when used as a safety rope/belay (CE or UIAA standard).

All jewellery, including rings, long earrings, watches and objects in pockets should be removed. Glasses should be secured with straps.

An appropriate first aid kit must be carried at all times.

Equipment for rescue, such as a ladder, rope slings and karabiners, should be placed nearby for rescue purposes on high elements.

Venues

Before using any venue, the leader must check that:

- the course is regularly maintained and has been checked prior to use – a record of maintenance should be available.
- potential danger spots and hazards have been identified.
- the equipment is suitable for the age and ability of participants.
- all elements of the course are visible to the supervisor.

Ratios

Ratios will vary according to several factors (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders).

The maximum number of participants per leader for low elements is 12 to 1, with 5 to 1 for high elements. A minimum of two supervisors is required for high ropes course activities.

Due to the risks associated with rope course activities, the expert supervising staff needs to be in a position to survey the whole activity.

Flying foxes can be dangerous and inexperienced use can result in serious injury. On no account must a flying fox be operated as an unsupervised activity or without a safety harness – long hair should be tied back to avoid risk of catching in the flying fox trolley.

Regulations

Minimal impact principles and practices should be observed at all times.

9.12 Snow Activities

Scope

- Downhill skiing
- Snowboarding
- Cross country skiing
- Wilderness or remote area skiing

Safety

Visits away from established resorts require a very high level of preparation and planning, and supervision needs to be of the highest standard.

Planning in these circumstances must include search procedures in the case of a lost student, extra warm clothing, facilities for providing a hot drink, mat, sleeping bag for treatment of hypothermia.

Students should have a well-defined program of activities that ensure they are constantly supervised. Students must be made aware of the boundaries within which they must stay.

Students should be instructed in how to recognise hypothermia. Young children are very susceptible to cold, and teachers should therefore keep a close eye on their physical condition.

Students must be briefed on the area to be visited and instructed on safety requirements and familiarised with emergency procedures appropriate to the activities as well as separation procedures. Nominated meeting points with scheduled times and a buddy system should be used as appropriate.

Cross country skiing is suitable for Year 9 to 12 students.

A comprehensive first aid kit must be carried for all activities.

Approval

No specific requirements beyond [Section 6. Planning requirements for all off-campus activities](#), at the beginning of these Procedures, and those determined by the school's or college's risk management plan for the off-campus activity.

Supervision

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts must also be carried out during the excursion. These lists must be returned to the school office for filing with all other excursion documents.

Qualifications/Experience

Day visits

The leader must be experienced and competent in snow conditions and be knowledgeable about the area visited.

One adult present **must** have a current Provide First Aid qualification (HLTAID011).

Downhill skiing and snowboarding

Usually takes place at a recognised ski resort and instruction is undertaken only by those accredited in alpine ski and/or snowboard instruction and licensed to teach at that resort.

APSI (Australian Professional Snowsport Instructors) Ski and/or Snowboard Level 1 or AQF Outdoor

Recreation Certificate 3 (Assistant leader) or 4 (Leader) with specialisations in skiing and/or snowboarding.

Possession of a current Provide First Aid qualification (HLTAID011) by the teacher in charge or an assisting adult is strongly recommended.

Wilderness or remote area/cross country skiing

APSI (Australian Professional Snow Sports Instructors) Nordic Level 2 or AQF Outdoor Recreation Certificate 3 (Assistant leader) or 4 (Leader) with specialisations in skiing.

Current Provide First Aid in remote locations (SISOFLD004) or Provide First Aid in a Remote or Isolated Site (HLTAID013).

Leaders must be highly competent cross-country skiers capable of teaching less able participants. Leaders must have:

- a sound knowledge of hypothermia and its treatments
- the knowledge and ability to effect basic repairs to ski gear
- prior experience at ski-touring and snow camping in all weathers and over various terrains
- prior experience in leading ski-touring overnight
- Proficiency in navigation skills (use of map and compass).

Equipment

Day visits

Students should have warm clothing (not cotton) including woollen hat, gloves and adequate waterproofs, a change of clothing, sunglasses or similar eye protection, and appropriate footwear.

Downhill skiing and snowboarding

Hired equipment – boots, skis and stocks should be professionally fitted, and bindings adjusted for easy release.

Appropriate clothing lists must be issued. Snow goggles or sunglasses, whistle and UV block out must be worn. Helmets must be used in areas with exposed rocks and trees.

Snow boarders should be briefed on local procedures for tows.

A leash must be used at all times so that 'runaway' snowboards cannot occur.

Cross country skiing

Individuals should have clothing in layers (wool/fibre pile/thermals) together with a high-quality outer shell. Individuals should have spare mittens/ski gloves and warm layers.

Individuals should have a whistle, day pack, food and water.

Groups should have spare clothing, map and compass, sufficient food, sleeping bag, mat and bivvy bag. Groups should have a spare ski tip, bindings, screws, basket, pliers, screwdriver and wire.

Groups should have effective communication equipment and an EPIRB.

Wilderness and remote area skiing

All of the above plus lightweight camping gear and snow shovel.

Venues

Downhill skiing and snowboarding

Recognised commercial resorts are recommended.

Wilderness or remote area skiing

Many venues have access restrictions: wherever necessary, permission should be sought from the relevant landowner or management agency.

Venues must be suitable for the skills, experience and preparation of the group.

Route selection must consider time available, prevailing and forecast weather conditions, snow conditions and escape routes/bad weather alternatives.

Huts to be visited may be full and alternative accommodation must be planned.

Ratios

Ratios will vary according to (for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders).

Day visits

There must be a minimum of 1 adult to every 5 students for kindergarten to lower primary, 1 to 10 for older students.

Downhill skiing and resort area

At least two group leader/adults must be present. Individual group sizes must not be greater than 14.
Day activity – 1 leader to 10 students.

Overnight activity – 1 leader to 8 students unless in a lodge or hut.

The accompanying teacher and/or support staff should be readily available to assist while students are under professional instruction.

Wilderness or remote area skiing

At least two leaders must be present and all must be highly skilled and experienced. Individual group sizes must not be greater than 12.

The leader should adjust this according to the skills of the party, the nature of the terrain, the weather and the quality of the equipment being used.

Regulations

Minimal impact principles and practices should be observed at all times.

10 Related policies

- [Travel Policy](#) [Staff Access Only]
- [Work-based Learning Policy](#) [Staff Access Only]
- [Support Sexuality, Sex and Gender Diversity in Schools Policy](#) [Staff Access Only]

11 Related procedures

- [Overseas Travel – School Group Policy and Procedure](#) [Staff Access Only]
- [Critical Incident Response Procedure](#) [Staff Access Only]
- [DECYP Risk Management Procedure](#) [Staff Access Only]
- [WHS Risk Management Procedure](#) [Staff Access Only]
- [Security and Emergency Management Procedures](#) (SEMP) – [PDF](#) and [App](#) [Staff Access Only]
- [Mandatory Reporting Procedure](#)

12 Supporting information/tools

- [School WHS Risk Management Plan – Information Sheet](#) [Staff Access Only]
- [Guidelines for Student Billeting Within Australia](#) [Staff Access Only]
- [DECYP Online Incident Report](#) [Staff Access Only]
- [Legal Services Toolkit](#) [Staff Access Only]
- [Overseas Travel Checklist – School Group Travel Requirements](#) [Staff Access Only]
- [Internal Audit and Risk Management](#) [Staff Access Only]

13 Useful links and resources

Where appropriate and necessary other Tasmanian Government agencies may need to be consulted for advice on sites and their management, land access, acceptable procedures and behaviours, health issues and preventive strategies, and other regulations.

Particularly relevant are:

- [Parks and Wildlife Service Tasmania](#)
- [Fishcare Tasmania](#)
- [Australian Adventure Activity Standards – and associated Good Practice Guides](#)
- [Paddle TAS](#)

It is the responsibility of leaders and/or teachers in charge to be familiar with relevant advice and materials, produced by other Tasmanian Government departments as well as National Agencies. This includes activity procedures and qualification requirements. The following rescue, first aid and CPR qualifications must be re- validated every 12 months in order to remain current.

Qualifications for Aquatic Environments:

Remote contexts

Provide Advanced Resuscitation & Oxygen Therapy HLT AID015

Dynamic contexts

- Provide First Aid HLT AID011
- Participate in aquatic rescue PUASAR013
- Apply surf awareness and self-rescue skills PUASAR012

Controlled contexts

- Provide First Aid HLT AID011
- Perform basic water rescues SISCAQU020
- Perform CPR HLT AID009

Excursions:

- Provide First Aid HLT AID011

Remote Location Excursions:

- Provide first aid in remote locations SISOF LD004
- Provide First Aid in a Remote or Isolated Site HLT AID013

Planning Requirements for Off-campus Activities:

- Manage risk PUAPOL016A
- Provide Basic Emergency Life Support HLT AID010

14 Definitions

Abuse

Abuse means child abuse and encompasses any or all types of abuse and neglect, including physical abuse, emotional abuse, psychological abuse, sexual abuse, and exposure to or involvement in domestic and family violence.

Duty of Care

A duty imposed by law to take reasonable care to minimise the risk of foreseeable harm to another person.

External provider

A business/individual paid by the school/educational site to provide a venue, service and/or expertise appropriate to a particular activity.

Hazard

Is something with the potential to cause harm. This can include substances (both hazardous and dangerous), plant, work processes or other aspects of the work environment.

Off-campus activity

An activity conducted off-campus to support the delivery of learning experiences of all students from pre-Kindergarten to Year 12. Off-campus refers to activities that takes place away from a student's normal place of attendance.

Must

Where a requirement is mandatory the word “must” is used.

Non-teaching staff

Employees of the Department for Education, Children and Young People who are employed at the premises of a government school/educational site and who are not members of the teaching staff such as professional support personnel, teacher assistants and trainee teachers.

Reasonably practicable

In relation to a duty to ensure health and safety, means that which is, or was at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters including:

1. The likelihood of the hazard or the risk concerned occurring;
2. The degree of harm that might result from the hazard or the risk;
3. What the person concerned knows, or ought reasonably to know, about:
 - a) The hazard or the risk
 - b) Ways of eliminating or minimising the risk.
4. The availability and suitability of ways to eliminate or minimise the risk;
5. After assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk.

Recommended

Where there is discretion with a requirement the words “recommended” or “should” are used.

Remote Area

A remote area is a location where the time it takes emergency medical assistance to arrive is greater than 30 minutes and could be as long as several hours. An example would be a half day or day walk on Mt Wellington.

The *Australian Adventure Activities Standards* glossary provides a definition of remote here [Core-GPG-v1.0.pdf \(australianaas.org.au\)](#) as set out below:

- a location that is more than 30 minutes from reliable telephone access; or
- more than 20 minutes from vehicle access; or
- greater than one hour from access to professional medical assistance in all foreseeable weather (also see non-remote).

Note: access to professional medical assistance needs to account for the foreseeable possibility that professional medical assistance via helicopter may not be possible due to terrain and/or weather when determining access times.

Risk

The level of risk is determined by the likelihood of an event occurring and the harmful consequence (death, injury, illness or physical or psychological harm) arising if the event/risk occurs.

Should

Where there is discretion with a requirement, the words “should” or “recommended” are used.

Student

A person enrolled at a government school or attending an early years program (e.g. Launching into Learning or pre-Kinder program) or a child attending a government education site such as a Child and Family Learning Centre.

Wilderness Area

A wilderness area is a location where the time it takes emergency medical assistance to arrive is greater than two hours and could be as long as several days. An example would be a multi-day walk such as the South Coast Track.

15 Appendix 1: Example Template

[Not on school
letterhead] DATE
XXXXXXXXXX

Dear Parent/Guardian,

Your child has expressed an interest in participating in the Basketball Tasmania 2023 High School Regional Tournament. The tournament is on the weekend of 27 and 28 October. Please see attached entry form which sets out the event conditions. [print and attach the information from- http://www.sportingpulse.com/get_file.cgi?id=3234269]

The Tournament is run by Basketball Tasmania and is not a Department for Education, Children and Young People event. It is a matter for parents/guardians as to whether or not your child participates. Schools will however co-ordinate teams and team entry to the Tournament.

The school will provide a team uniform to your child. This must be returned washed to the school within the first week after the Tournament [OR] the school is not providing a uniform – [Please state what the team is to wear].

The tournament will be played at the [fill in location/s of Tournament]. Teams must supply two score table officials for each game in which they participate. Teams must also supply a referee for each team they send to the Tournament. Teams also require a coach. If any parent/guardian wishes to nominate for any of these positions please contact [name school contact person].

Teams play an average of five games over the weekend so students must ensure they have access to food and drink replenishments.

The cost for each student to participate in the Tournament is \$30 (if your child is registered as a player with Basketball Tasmania or \$40 if they are not – see below for details). This includes the team entry fee and the cost of the umpire. The school will cover the remainder of the team entry fee.

Please note the insurance information on the attached entry form. Please provide your payment with your Expression of Interest Form (see below) and return it so that your child will be covered under the BTAS standard insurance.

Students must return the Expression of Interest Form below signed by their parent/guardian together with full payment by [insert date] or they may not be able to participate in the Tournament.

If you have any questions about the Tournament or would like to volunteer for any of the positions identified above, please contact me here at [name of school].

Yours Sincerely

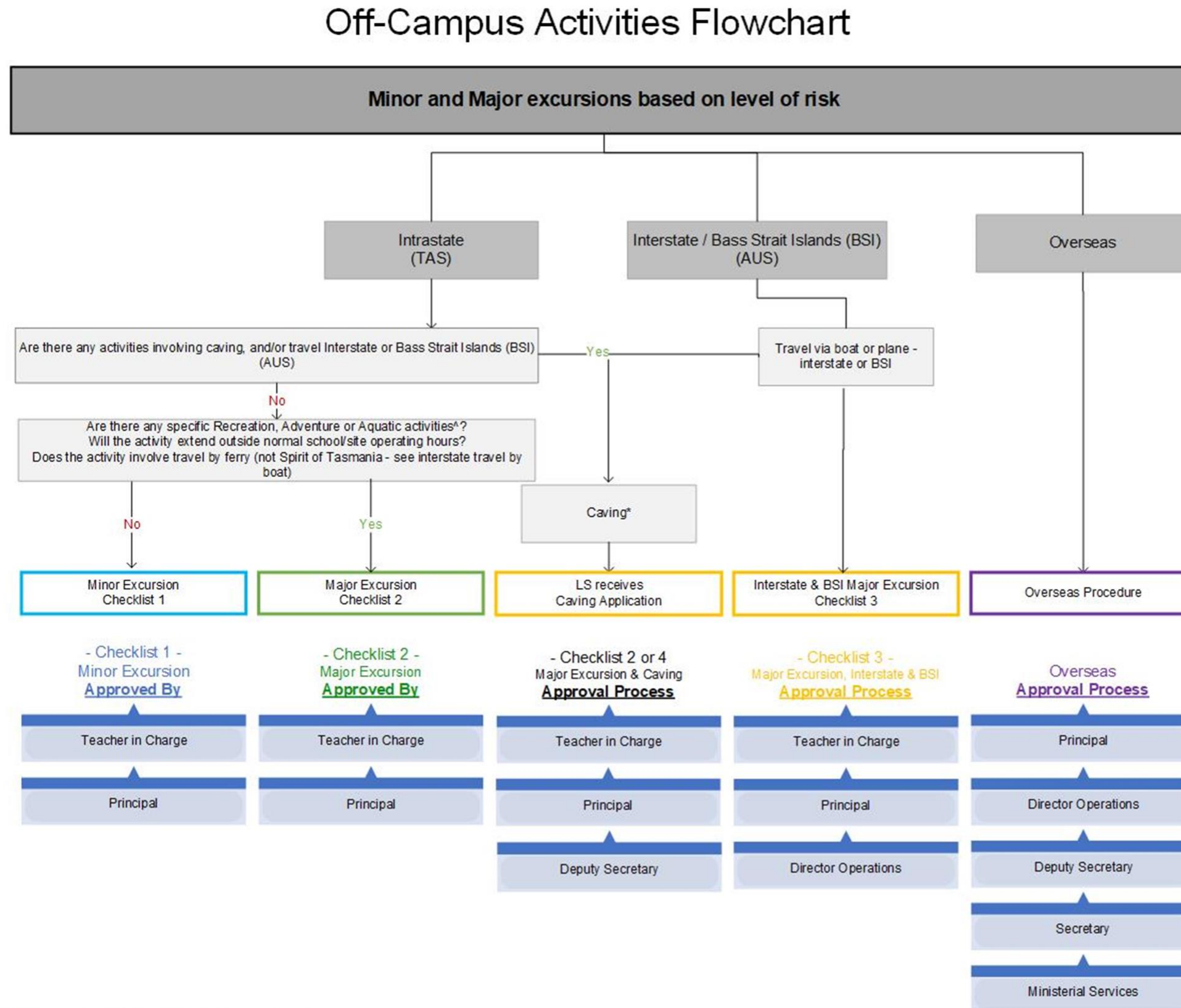
XXXXXXXXXX

Basketball Coordinator

XXXXXXXXXXXXXXXXXX

Principal

16 Appendix 2: Off-Campus Activities Flowchart



^aRefer Section 8 and 9 *Off Campus Activities Planning Procedures*.
^{*}Relates to caving in a NON-commercially guided cave.
 Please see *Off Campus Activities Planning Procedures* regarding ferries.

Authorised by: Secretary, Department for Education, Children and Young People Ginna Webster

Contact: Office of the Secretary email: OfficeoftheSecretary@decyp.tas.gov.au;

[Policy email: policyreview@decyp.tas.gov.au](mailto:policyreview@decyp.tas.gov.au)

Last significant review: 10 October 2024

Review due: 30 January 2026

This document replaces: Off-Campus Activities Planning Procedures – October 2024