# AUSTRALIAN ADVENTURE ACTIVITY STANDARDS (AAAS)

# Up The Creek Melbourne

# OPERATIONS & ACCEPTED PRACTICES

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Fire risk rating: (mobile) very high - bushfire risk

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Next plan to be reviewed January 2024

##### UTC Melbourne

##### Strictly Private & Confidential

***Once printed this is an uncontrolled document. Refer to the compliance***

***section of zoho suite for the current version.***

##### AAAS UP THE CREEK MELBOURNE

UTC leaders should feel confident before their students' arrival.

This policy is aimed at enlightening factors that enable confidence including:

Weather forecast, participant needs, intentional safety of intended outcomes.

Let’s start with the end in mind, our aims.

* Our participants embark upon a carefully guided journey, which will challenge, develop and, increasingly, define them.
* It is a journey that will engage the whole person.
* Students will grapple with forces beyond their direct control.
* Participants can abstract their experience to create meaning and thrive on their own life pathway.
* Connection to and affection for nature specifically in Victoria.

##### Contents

This document only covers standards for:

* **AAAS - GPG's - CAMPING - IN-LAND PADDLE - HIKING**

Document structure:

1. **UTC STRATEGIC PLAN**
2. **CHILD SAFE PLAN**
3. **CLEANING / MAINTENANCE GUIDE**
4. **PROCUREMENT PROCEDURES**
5. **UTC BUSINESS OBJECTIVES**
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7. **DON'T(S)**
8. **UTC DEFINITIONS**
9. **DO'S - START - DURING - AFTER (TRIP)**
10. **BRIEFINGS**
11. **CLOTHING**
12. **COMPETENCE - COMPLIANCE - RATIO**
13. **RISK - EMP - WEATHER**
14. **WHERE TO FIND MORE DETAILED INFORMATION**
15. **RESOURCES**

For information not included in this document refer to section **14.**

##### 1 - UTC STRATEGIC PLAN FRAMEWORK

1. Maintain continuity in a world more fluid than fixed
2. Ensure the clarity of UTC’s vision and influence
3. Ensuring sustainability in a world of accelerating change
4. Ensure the company attracts and develops highly skilled and capable staff and supports them with the educational, financial, and resource infrastructure needed to deliver UTC programs.
5. Develop community relationships which complement and challenge us to improve our contribution to the world in which we live.
6. Commit to good design and practice to minimise our impact on resources and the environment.
7. Position the company as a centre for excellence to thrive in the Anthropocene

##### 2 - CHILD SAFE PLAN

* All UTC staff are provided training and are required to have the state required credentials. Refer to child safety plan on UTC website:



##### 3 - CLEANING / MAINTENANCE GUIDE

* **End of activity,**
1. Check for any gear faults (replace and put aside)
2. Sanitise ( any gear used and touched)
gear may include but not limit - paddles - pfd's - water craft - hiking pack - gear used in eating or cooking.
* **End of trip,**
1. Check for any gear faults (flag and isolate for repair)
2. Check for missing gear
3. Empty all storage containers
4. Wash & dry
5. Sanitise ( all gear )
6. Re-stock any consumables - dry/spice stock - first aid-kit - masks - maps - toilet kit - (as per list in kits.)
7. Communicate any gear issues
* **End of term,**
1. Empty storage area(s)
2. Check intensely for any gear faults - buckles - stitches - Buoyancy - water repellent - smooth edges (no splinters or chips) - cracks - punchers (boats/mats) - holes/rips - hatches work? - pumps - clothing - safety gear (ropes/knives/EMPK) - bow lines - (flag and isolate to be fixed or disposed of.)
3. Thoroughly scrub & clean storage area(s)
4. Thoroughly scrub & clean all working gear
5. Reorganise and fill storage area(s)
6. Re-stock any consumables - dry/spice stock - first aid-kit - masks - maps - (in storage or in kits & order more of low stock items as per list in kits.)
7. Update gear stock documentation & communicate any gear issues
* **END OF YEAR**
	+ 1. Yearly updates of documentation (AAAS - EMP - AP)
		2. Canoe check
			- * Condition of caulking
				* Condition of timber
				* Condition of fibreglass.
				* Carry handles
* ***PFD Replacement schedule***
	+ Yearly check of buoyancy
	+ 10 Years or prior if defective
	+ Helmets - Helmets are not generally not required for canoeing, instead sun smart practices apply.

##### 4 - PROCUREMENT PROCESS

**Hr (DEREK COOK)**

* Find contact in staff contact list

**Food (BEN - DEREK )**

* Local fresh food is preferred.
* Vegetarian diet prioritised for environmental, health and safety purposes.
	+ Meat is minimised

**Equipment (CONNER - SCOT - DEREK)**

* All equipment selected must meet Australian standards.
* Locally manufactured where possible.
* Reclaimed/recycled materials where possible.

**Safety gear ( SCOT - CONNER )**

* Purchased from reputable company such as:
	+ Sea to summit
	+ Bax gear.
	+ MSR

##### 5 - UTC BUSINESS ARMS/OBJECTIVES

1. **UTC education outdoors (over night camps / journeys)**
* Narrative enquiry - ages 7-13 - split in groups of around 10
	+ - Program: this program is based in nature & on the water. This deliberate focus is aimed to allow students to have autonomy with their experience.
		Our program should be fully immersive so that participants will live for their full time on journey's. The cohort will be separated in to three groups each led by a group leader. Each class group is overseen by all teachers and leaders. ***There will always be one duty teacher and one duty leader to oversee the student cohort.*** Participants will wrestle with their own influence on themselves, each other and the environment. As the week evolves participants mastery of these domains expands. Multiple opportunities to experience the “joy of victory and success and, perhaps even more importantly, the sting and disappointment of defeat and failure” will arise over the program. Students will often strive to learn to know. One unique dimension to a UTC experience is that participants must learn to think in order to get the most from their experience.
		- This program is delivered through the story of the Sydney Cove. A merchant ship that wrecked off flinders island supplying the early colony of Port Jackson. As part of the survival story sailors walked the 90 mile beach past where we camp today. Through their journey sailors were faced with the reality of a new landscape and civilisation. To survive they had to maintain hope and find a way, themes of collaboration, discovery, overcoming adversity and multidimensional complexity can all be accessed via this story.
* Refer to separate document for itinerary.
* Collaborating with nature - ages 14-17 - group size ~ 19 + 3 staff
	+ - Program overview: subject to negotiation with school.
		5-7 day program expedition(s), canoeing, rafting, hiking or sailing. Programs are co-created taking into consideration, participant needs, seasonal and climatic conditions. Typically the middle day is a transition/rest day between journeys. Participants lead the catering either in small groups or as a whole cohort.
		*Program aims:*
* Create lifelong memories in nature leading to connection.
* Live the timeless principles of learning.
* Empower participants to wrestle with forces beyond their direct control.
* Participants to take control of meaning making and knowledge creation.
* Provide participants with a unique experience that will provide perspective and empower as they emerge into the world as adults.
* Establish participants as masters of knowledge to assist lifelong learning.
* Refer to separate document for itinerary
1. **Guiding / tours**
	* Provide well serviced gear to allow clients to access Victoria's waterways safely
	* Ensure that pfd's are fitted properly to ensure safety
	* Establish effective communication with groups to ensure safe passage
	* Maintain supervision and communication of the whole group un till activity is competed and everyone is back safely.
2. ***DIY adventure (hire/rental)***
* Provide well serviced gear to allow clients to access Victoria's waterways safely under their own leadership and management.
Encourage thoughtful conversation and documentation to influence a constructive and supportive relationship with the natural world.

##### 6 - UTC VALUES

* We are/Can be:
* Authentic
* Charisma
* Connection
* Rigorous
* Fun
* Discovery.
* Nice
* Respectful
* Considerate
* Accepting & Accommodating
* Introspective
* Obsevant
* Compassion.
* Resilient
* Think Different
* Adventurous
* Leave what you find - take what you bring

##### 7 - DON'T(S)

* USE ILLICIT DRUGS
* USE ALCOHOL
* SMOKE
* DESCRIMINAT
* MISSPLACE A PARTICIPANT
* FEED WILDLIFE

##### 8 - UTC DEFENITIONS

* **Venue**: UTC is a mobile program.
	+ Venue's will be outlined in trip notes.
* **Staffing ratio**
	+ Minimum 2 staff per activity group.
* **Camping**
	+ Refers to staying overnight in temporary or informal accommodation. Temporary accommodation includes bush huts, tents, tarpaulin shelters, bush shelters, snow structures and arrangements with no shelter.
	+ Informal accommodation includes halls, private property and other non-prescribed shelters.
* **Staff**
	+ Any adult approved by the director who provides supervisory, instructional or educational elements of the activity or excursion. See excursions guidelines or AAAS: staffing for further details.
* **Teacher**
	+ A staff member registered with the Victorian institute of teaching who provides a supervisory role on a program.
* The following roles can be filled by UTC staff, a teacher or an external provider:
	+ **Designated instructor**
		- The appointed staff member on a program who provides the lead technical expertise and supervision for the activity.
	+ **Instructor**
		- A staff member who provides professional, technical expertise and supervision for the activity
	+ **Assistant instructor**
		- A staff member who provides assistance to the instructor(s) in the provision of technical expertise and supervision for the activity.
	+ **Responsible person**
		- (accompanying teacher)

##### 9 - DO'S

1. **At start of trip**
* What will it look like at the end ?
	+ How will you get there?
	+ Never stop assessing there ability to succeed
* Can everyone swim? pfd's?
	+ We always wear pfd's when swimming.
	+ Adjust briefing
		- Use any experience in the group
* Asses navigation skills for the setting & location.
	+ Teach if needed
	+ Do you know what route too & not to take?
	+ Navigational equipment?
* Is everyone able-bodied? can they understand you?
* Do you have all the documents you need?
* Are you satisfied with equipment?
* First aid kit to standard?
	+ Are you qualified in first aid?
		- Is it applicable in your setting?
* Medication stored?
* Are your documents waterproof?
* Communications? do you have? do they work?
	+ The care of equipment is your responsibility
		- Your phone
		- UTC tablet
		- Gamin in-reach?
		- Mirror?
		- Whistle
* Who is the? who has ultimate responsibility?
	+ Leader?
	+ Assistant leader?
	+ Responsible person? (teacher?)
	+ (activity leader)?
* **Paddle - in/land**
* Got spare paddles? Do they float?
* Life jackets appropriate?
* Got a whistle? water appropriate?
* Got a safety knife?
* Throw-bags? that floats?
* Can you tow if needed? got rope?
* Flip line?
* Got a bow & stern line?
* Do you need helmets?
* Rescue equipment readily available?
* Do you have a pump?
* Repair kit?
* **Hike/walk**
* An appropriate pre-activity assessment *should* be completed to ensure *participants* meet the necessary requirements to carry the overall backpack weight that they are likely to carry.
* Important equipment appropriate?
* Shown how to lift and fit a bag properly?
1. **During trip**
* Be conscious of your impact. Erosion...
* You are responsible for the environment you are in. Leave it better.
* Roles may change between activities.
* **Camping**
* Define camp limits and stay inside
* Incidents are more likely to happen at camp..
* **Weather & environmental factors**
* Encourage appropriate fluid intake!
	+ Is drinking water safe? after flooding?
* If hot, work in the cool hours.
* Is the water level changing ? grade?
* Polluted water?
* Thunder ? avoid this!
	+ Being on the water
	+ Being on the highest ground in the area
	+ Tall trees or structures that may act like a lightning rod
	+ Water saturated ground near watercourse’s
	+ Caves
	+ Locations where group is unable to spread out.
* The hazards posed by trees must be assessed and appropriately managed.
	+ Think about the coming weather?
* Are you being food safe? you are responsible for everyone to be food safe on camp.
	+ Store safe from animals & spoilage?
	+ Washed hands?
	+ Dietary requirements met?
* Observe wildlife from a distance
* **Paddle**
* Use gates instead of climbing - leave them as you found them.
* Limit the amount of crafts in a rapid
* Control spread of crafts
* Ropes all tied up to prevent snags?
* **Hike/walk**
* Avoid water crossings
	+ Use appropriate assessment & methods if needing to cross.
1. **After trip**
* Start with the end in mind.
	+ How will you get there?
* make sure you take time to debrief the trip & put everything back to how it was found at the beginning of the trip!
	+ Follow - (3) - cleaning / maintenance practices
		- you do not have to do it yourself
* Report any suspected abuse or neglect.
* Wash boats equipment between waterways
1. **General**
* Workplace incidents must be reported to the regulator. Weather employee or public.
* For a participant to be involved they must demonstrate the skills required to move safely forward as part of a group.

##### 10 - BRIEFINGS

1. ***Welcome to country.***
	* *I’d like to begin by acknowledging the traditional owners of the land on which we meet today. I would also like to pay my respects to elders past and present.*
	* *I’d like to begin by acknowledging the traditional owners of the land on which we meet today, the (people) of the (nation) and pay my respects to elders past and present.*
* *Find whos county you are on.*



1. ***GENERAL***
* *Participants* must be made aware of their responsibilities relating to relevant sustainability requirements and *procedures.*
* A summary of relevant emergency procedures should be one component of the *pre-activity briefing. Participants*must be briefed on and have access to the emergency management plan so they may implement it if the *activity leaders* are unable to.
* Pre-activity information should clearly communicate the objectives, type, nature, duration, responsibilities, foreseeable *risks* and benefits during the *activities.*
* *They are also responsible for there own safety, are they comfortable in what they are about to do?*
* Be creative on your timing and method of briefings. In my experience most students can discover and understand the content of the briefings prior to leaving the shore. Remember education can be like filling a bucket or lighting a fire. Let’s strive to safely offer our students with the opportunity for the latter.
1. ***Camping***
* Sleep away from trees.
* Define camp limits and stay inside.
* Camp on firm ground
* Minimise impact to environment
* What to do if they hear a whistle.
1. ***Paddle***
* Communicate
	+ Possible aquatic and river hazards and risks
		- how to avoid & rescue
	+ Clothing and footwear requirements.
	+ What to do if you hear a whistle
	+ How to fit a life-jacket - when to wear it
		- Checked by participant and other student.
		- Visual check by staff.
	+ Correct procedure(s) in the event of a capsize or falling out of the craft
	+ how to lift heavy objects properly?
	+ relevant terminology
* Brief on appropriate use of equipment
* Common river signals:



* Use PFD's for swimming when not using a paddle-craft.
* Entering the water must be done feet first.
1. ***Hiking***
* Shown how to lift and fit a bag properly?
* What to do if they hear a whistle
1. ***Cooking***
* Cooking/fire
* No
	+ Walking around stoves
	+ Walking with fire
	+ Adding fuel while still lit
	+ Cooking in tents
	+ Touching hot cooking implements
	+ Passing hot liquids
	+ Unattended fires
* Have
	+ A fuel station away from the group
	+ All cooking on flat ground
	+ Good ventilation
	+ Stored fuel securely and away from heat/spark
	+ Designated cooking area
	+ Supervision
	+ Demonstration for first time users
* **Stoves must not be used off the ground or in or around tents**

##### 11 - CLOTHING

* Gear lists are provided and updated annually.
	+ Spare gear is available.
* When deciding on clothing to be worn for the activity, staff and students must consider:
	+ Appropriateness of clothing materials
	+ Principles of layering
	+ Need for a wind and waterproof outer shell.
	+ Sun protection
	+ Personal safety
	+ Appropriate footwear?

##### 12 - COMPETENCE - COMPLIANCE - RATIO

* Staff instructing the activity should have sufficient knowledge and experience of the activity and the activity environment to operate in all reasonably foreseeable conditions.
* The designated instructor should have the following skills and experience in:
	+ Managing students in a comparable camping environment.
	+ Planning camping that is appropriate for student groups
	+ The selection of campsites
	+ Interpreting and responding to weather conditions.
	+ Maintain a safe working / learning environment.
	+ At least one other accompanying staff member should have adequate experience.
		- That person must: be able to assume a supervisory role during the activity and be competent in emergency response procedures
		- Have conferred with the designated instructor to establish emergency response and supervision responsibilities.
* The majority of UTC participants will be "vulnerable". Are you prepared?
	+ Have you done child safe course?
	+ Got a WWCC?
	+ Had a police check?
	+ Do not let someone without ^ engage with vulnerable persons.
* Refer to other activity standards if unsure.
* Vehicles and drivers must comply with any transport laws and/or regulations
* Are you competent? don't stray from what you are.
* All boats must have positive buoyancy
* **Ratio (including staff)**
	+ **Camping**
		- * Max 22 (IN ONE CAMP AREA)
* **Paddling**
	+ - Canoe 2 seat 1:8 in four boats
		- Canoe 3 seat 1:12 in four boats
		- SUP 1:8 eight 1 person boards
		- UTC DOES NOT OPERATE IN A WATER WAY HIGHER THAN GRADE 2
* **Hiking**
	+ - 1:22
		- Day - 46
		- Over night - 22 (SEE CAMPING)

##### 13 - RISK - EMP - WEATHER

1. **General**
* Risk management plans must be documented for each activity/trip & be with the leader
* Report all incidents and near misses use 1." uploads" 2. Positive start. Some incidents will also need to be reported to relevant government authorities. Even if not at fault.
	+ UPLOADS TUTORIAL
	+ https://uploadsproject.org/uploads-app-training-materials/



* *Risk management* cannot be a ‘tick the box’ exercise, nor can it take a ‘one size fits all’ approach.
* *Dynamic risk assessment* must be completed before, during and after *activities*.
1. **EMP**
* The leader must have a copy of the emergency management plan
	+ No change of plan should increase the level of risk consented too. If so gain further consent.
	+ Communicate with the non-participating contact before, during & after the trip & activity.
	+ *Activity leaders* must be familiar with, and have immediate access to, the emergency management plan + non participating contact.
	+ On the failure to receive confirmation of the safety of the *group*, the *non-participating contact* should commence the planned *process* or *procedures* to confirm or ensure the safety of the *group*.
* All fatalities must be reported to the police at the earliest possible opportunity.
* Control of a situation can be handed over to police in the case of search&rescue
1. **UTC**
* **EMP** *(staff should be aware and have access to these plans)*
	+ EMP (emergency management plan)
	+ Availability of rescue vessels
	+ Characteristics of the location
	+ Prevailing, forecast and observed weather conditions policy and procedures document and training policy educational merits of the activity
	+ Activity procedures (this document)
	size, age and previous activity experience of the group skills and experience of the supervising staff.
* *Critical incident document.*
	+ UTC takes this responsibility seriously and will ensure the teacher is supported to fulfil this role.
	+ Staff members must supervise students according to that strategy, and in accordance with their duty of care.
* The bureau of meteorology also provides a range of services. For details refer to: 1st QR LAND - 2nd QR MARINE

 

##### 14 - WHERE TO FIND MORE DETAILED INFOMATION

* Zoho compliance section in the work drive



* + Standard gear list templates
	+ More context
	+ Planning / pre trip check list
	+ Individual program scope - itinerary
	+ Emergency management plan
	+ Location specific information
	+ Sailing
	+ Risk management plans

##### 15 - RESOURCES

1. Adventure activity guidelines for day walking DET https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities?redirect=1
2. Incidents and warning, emergency management Victoria https://emergency.vic.gov.au/respond/
3. Outdoor VIC - https://www.outdoorsvictoria.org.au/aas-list-of-standards/
4. AAAS - https://australianaas.org.au
5. Vic. Edu.gov - https://www2.education.vic.gov.au/pal/outdoor-education-schools/policy
* Wave conditions, BOM met eye http://www.bom.gov.au/australia/meteye/
* Adventure activity guidelines for canoeing DET https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities?redirect=1 australian canoeing https://www.canoeing.org.au/home/
* Transport safety Victoria https://transportsafety.vic.gov.au/maritime-safety
* Adventure activity guidelines for camping DET https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities?redirect=1 australian sailing https://www.sailing.org.au/home/
* *Peak bodies and expert advice*
* Australian camps association http://www.auscamps.asn.au/
* Country fire authority http://www.cfa.vic.gov.au/
* Parks Victoria http://www.parkweb.vic.gov.au/
* Scouts Victoria http://www.vicscouts.asn.au/
* WorkSafe (1800 136 089)