Risk Management 2025
Up The Creek

Approving this Plan: Director Derek Cook
Physical Address: 340 High Street NORTHCOTE 3070
Fire Risk Rang: (MOBILE) VERY HIGH - BUSHFIRE RISK
Date Plan Reviewed:Feb2025
Version Number: V 5.2

Activities

- Canoeing/Kayaking
- General camping
- Cooking
- Walking
- Being outside
- Art and craft
- Basic landscape

Camp support operations (staff only)
Not to be used without induction or endorsement

- Power tools
- Trailers
- Fuel
- Chemical/ flammable handing
- Driving

Risks

Life threatening Risks

- Vehicle Crash
- Tree fall
- Drowning
- Allergic reaction
- Asthma
- Wildfire
- Lightning
- Snake bite
- Insect bite

Uncomfortable risks

All other risks presented in this document are considered less serious.

Hypothermia

	Environment Hazards and Difficulties	**Human Factors**	**Activity and Equipment Factors**
Risk Causal Factors	· Exposure to cold conditions with inadequate clothing	· Inadequate clothing · Unprepared for trip · unaware of potential risks	
Risk Management Plans for Each Factor	· Monitor conditions, and individual capacities to cope with conditions · Reinforce clothing strategies (ensure dry warm gear for destination, etc) · Modify route plans; Bunga arm is a good, sheltered location · Assess rest stop and food /water intake of party	· Educate participants on hypothermia · Monitor conditions, and individual capacities to cope with them · Reinforce clothing strategies · Consider route plans and modification · Consider rest stop and food frequency · Reinforce proactive 'staying warm' behaviour · Monitor state of gear Ensure sleeping bags are waterproofed well so they can be used to heat cold students on the bank of the lake.	· Gear briefing prior to trip. · Excess supplies of appropriate clothing made available for those students who arrive unprepared. · Consider program modification. · Ensure equipment is maintained. · Consider the need for staff to carry excess warm clothing to distribute.
Contingency Plans: Suggested Strategies, if in distress.	1. Stop further harm. a. Withdraw to safest location 2. Stabilise incident a. Apply first aid protocols b. Utilise dry sleeping bags 3. Resolve incident a. Assess viability of resuming or modifying program b. Evacuating independently. Contact school and parents c. Evacuating with assistance. Contact school. School contacts parents.		

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Hot dry weather · Hot winds (dehydrating) · No wind (loss of cooling effect) · Reflective terrain	· Fatigue · Low water intake · Poor clothing selection	· Inadequate clothing · Strenuous activity · activity not suited to student preparation or vice versa.
Risk Management Plans for Each Factor	· Reinforce clothing strategies: · Wear lightweight clothes. · Hat / water/ sunscreen check prior to expedition. · Monitor clothing selection during trip · Avoid strenuous activity in heat of day · Monitor individual capacities · Modify route plans and rest stop as needed · Modify food and hydration frequency	· Seek shade · Gear briefing and equipment list prior to departure · Wear lightweight clothes. · Hat / water/ sunscreen check prior to expedition. · Monitor clothing selection during trip · Avoid strenuous activity in heat · Monitor individual capacities · Modify route plans and rest stop as needed · Modify food and hydration frequency	· Modify program to meet student capacities · Plan for time in shade and water.
Contingency Plans: Suggested Strategies, if in distress.	1. Stop further harm a. seek shade b. Consolidate group in best available shelter 2. Stabilise incident a. Lay victim(s) in best available cool, shady environment b. Cool victim quickly, applying cold water, or wrap in a wet sheet and fan them (keep wet). c. If no improvement, seek emergency assistance urgently and alert school d. If unconscious, check airway and breathing 3. Resolve incident a. Assess i. resuming or modifying program ii. evacuating independently. Alert school and parents. iii. evacuating with external assistance. Alert school and plan a. Conduct a field de-brief Assess need for formal reporting		

Conflict (other school groups, general public)

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Extreme weather · confined waterways	· Knowledge and experience of our group and other users · Impaired Judgement (alcohol) · Stress · excess speed	· Group management issues relating to many groups on water. · Inexperienced operators
Risk Management Plans for Each Factor	· Be aware of limitations of other users including abilities in social interaction and seamanship · Where possible separation between college and general public · Have an exit plan	· Be respectful of other users · Be aware of limitations of other users · Treat vessels with MB registration carefully. Often operators are poorly skilled to handle their craft	· Ensure students are aware of being respectful of other users · Plan for worst case scenario in terms of other users boating ability. Keep our group contained and ensure intentions are clear to other users while transiting through busy waterways.
Contingency Plans: Suggested Strategies, if in distress.	1. Stop further harm. b. Protect airway. c. Withdraw to safest location 2. Stabilise incident c. Staff member to liaise with other party / wait for risk to pass 3. Resolve incident d. Assess viability of resuming or modifying program e. Evacuating independently. Contact school and parents f. Evacuating with assistance. Contact school. School contacts parents.		

Lightening strikes/electrocution

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Exposed location during a thunderstorm On water during thunderstorm 30 seconds between lighting strike and sound/thunder. Retreat from lake to safe place.	· Walking through or sheltering within an exposed location	· Being on the lake · camping beside the lake
Risk Management Plans for Each Factor	Monitor weather for signs of thunderstorms a. Reduce exposure b. If possible avoid small structures, fabric tents and isolated or small groups of trees. c. If in the open away from shelter, crouch down (singly), preferably in a hollow, with feet together and remove metal objects from head and body. Do not lie down but avoid being the highest object in the vicinity. d. If your hair stands on end or you hear buzzing from nearby rocks, fences etc., move away to a new position immediately. e. Don't touch or move close to metal structures, wire fences. f. If swimming or boating leave the water immediately and seek shelter.	· Brief students about what to do and how to reduce the risk of being struck by lightning. See left.	· Manage and amend program to reduce risk of lightning strike. · Get off water if gap between lightning and thunder is 30 seconds or less · Stay off for 30 minutes from last strike.
Contingency Plans: Suggested Strategies, if in distress.	Stop further harm. · Withdraw to safest location Stabilise incident · Apply first aid protocols Resolve incident · Assess viability of resuming or modifying program · Evacuating independently. Contact school and parents · Evacuating with assistance. Contact school. School contacts parents.		

Separated/lost student

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Poor visibility due to: · Rain/Fog/Blizzard · Night	· Toileting · Walking past trail divide or end. · Walking independently · Faster/slower/short cut, stopping/departing	· Group too spread out on lake combined with capsize.
Risk Management Plans for Each Factor	· When establishing protocols for travelling on water consider the forecast and ability of the group. · Stop · Stabilise · Advertise · (See contingency plan below.)	· Establish protocols for travelling · Protocol for keeping group together. · All group members to be actively involved in this. · Consider weather and skill of group. Parameters for safe travel should be adjusted accordingly.	· Consider reducing group spacing to suit conditions · Ensure group within communicating distance · Ensure students are aware of heightened risk and their responsibility to be able to communicate.
Contingency Plans: Suggested Strategies, if in distress			

Students

1. **Stop**. IMMEDIATELY
2. **Stabilise**. Stay warm, dry. Raft up.
3. **Advertise**. Make position as visible as possible. Look for assistance, raise your vision.

Staff

- Stop further harm
  a) Stop and stabilise group immediately.
- Find the missing person/people.
  a) Two people, at least one a staff member, backtrack to last point of contact.
  b) Rapid feature search from last point of contact.
  c) If no sight or sign within 30 mins, return to group and plan strategy to
- Maximise group stability
- Maximise chance of finding student. This may require external assistance. Decision to call based on circumstances of environmental conditions, time of day, staff and student capacity. Contact school at earliest opportunity.
- Resolve situation
  a) If found, debrief, consult with school and assess whether to
  i. resume original or modified program
  ii. evacuate independently
  iii. evacuate with external assistance

Asthma

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· High Pollen count · Cold water · Heat · Thunderstorm ·	· Fatigue · Over excursion · Existing injury · · ·	
Risk Management Plans for Each Factor	· Monitor conditions, and individual capacities to cope with condition. · Reinforce clothing strategies (appropriate for changing weather conditions) · See risk management for Lightning strikes/electrocution. · Nut free foods provided by the college	· · See medical form	
Contingency Plans: Suggested Strategies, if in distress.	4. Stop further harm. · Withdraw to safest location 5. Stabilise incident · Apply first aid protocols - School Asthma care/action plan 6. Resolve incident · Assess viability of resuming or modifying program · Evacuating independently. Contact school and parents · Evacuating with assistance. Contact school. School contacts parents.		

Epilepsy

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Cold water · Heat · Thunderstorm ·	· Fatigue · Over excursion · ·	
Risk Management Plans for Each Factor	· Monitor conditions, and individual capacities to cope with condition. · Reinforce clothing strategies (appropriate for changing weather conditions) · See risk management for Lightning strikes/electrocution. · Nut free foods provided by the	· · Refer to medical form · . · Be aware that epilepsy may not be on the form. ·	
Contingency Plans: Suggested Strategies, if in distress.	7. Stop further harm. · Withdraw to safest location 8. Stabilise incident · Apply first aid protocols 9. Resolve incident · Assess viability of resuming or modifying program · Evacuating independently. Contact school and parents · Evacuating with assistance. Contact school. School contacts parents.		

Diabetes

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Food environment	· Fatigue · Over excursion	
Risk Management Plans for Each Factor	· Modify program to allow student to monitor their levels.	· Ensure blood glucose measurements are recorded by staff member regularly · Review first aid procedures	· Ensure a ready supply of sugary snacks.
Contingency Plans: Suggested Strategies, if in distress.	Stop further harm · Withdraw to safest location Stabilise field situation by following 1st Aid protocols. – School Diabetes action plan Resolve field situation 1. Assess viability of program/evacuation with school 2. debrief incident with staff and students		

Snake bite

	Environment Hazards and Difficulties	**Human Factors**	**Activity and Equipment Factors**
Risk Causal Factors	· Thick ground cover · Warm weather · Seasonal activity – Spring and summer · Woodpile	· Students stepping on snake	· Students in inappropriate footwear or clothing
Risk Management Plans for Each Factor	Factors 1-3. a. Keep to open paths, areas b. Scan carefully when walking in warm weather.	· Alert and brief student on being aware of snakes and how to behave if they encounter a snake. Stay calm move away slowly, keep eyes on the danger. · Alert humans to causal factors	· Dress appropriately for the location/season.
Contingency Plans: Suggested Strategies, if in distress.	Stop further harm 1. Ensure that the bite casualty, yourself or rest of group are in no immediate danger a. Retreat from snake location b. Locate group in clear area . Stabilise field situation by following 1st Aid protocols. Resolve field situation 3. Assess viability of program/evacuation with school 4. debrief incident with staff and students		

Insect bite

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Insects	· Students being bitten by insects	· Students in inappropriate footwear or clothing
Risk Management Plans for Each Factor	· Scan ground before sitting, pitching tent, bivvy etc for evidence of insect homes.	· Discuss with students on being aware of insects in the area and how to behave if they get bitten.	· Dress appropriately for the location/season.
Contingency Plans: Suggested Strategies, if in distress.	Stop further harm 2. Ensure that the bite casualty, yourself, or rest of the group are in no immediate danger c. Retreat from snake location d. Locate group in clear area . Stabilise the field situation by following 1st Aid protocols. Resolve field situation 5. Assess viability of program/evacuation with school 6. debrief incident with staff and students		

Transport

Tthe The Way home after program is the most dangerous time to be in transit.

	Environment Hazards and Difficulties	**Human Factors**	**Activity and Equipment Factors**
Risk Causal Factors	Weather Visibility	Fatigue Distraction Driver error	Equipment failure Boat fire Man overboard
Risk Management Plans for Each Factor	Follow Transport Regulations, Wesley Bus Policy and Outdoor Ed Bus Guidelines, Raymond Island ferry regulations. 1 Driver fatigue management 2 Students briefed on · Seated · Belted · Movement allowed seat belt to seat belt · Quiet within and discreet without. · Care of bus · Safe exits and entering.	Follow Transport Regulations, Wesley Bus Policy and Outdoor Ed Bus Guidelines. 3 Driver fatigue management 4 Students briefed on · Seated · Quiet within and discreet without. · Safety equipment	· Report defects noticed on boat to maintenance · Follow appropriate protocol/procedure under the Australian boating and safety standards
Contingency Plans: Suggested Strategies, if in distress.	10. Stop further harm. d. Withdraw to safest location 11. Stabilise incident d. Apply first aid protocols 12. Resolve incident g. Assess viability of resuming or modifying program h. Evacuating independently. Contact school and parents ***i.*** Evacuating with assistance. Contact school. School contacts parents.		

Immersion, drowning

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	Extreme weather, rough water	· Limited HR resources (outside program time) · Poor lifting technique · Manual handler is out of condition · Lifting to much	· Limited access on Boats (Sea Eagle) · Limited human resources (outside program time) · Heavy boats, awkward (kayaks) · Rocky Leeward shores
Risk Management Plans for Each Factor	· Plan for safe practice prior to reaching the shore · Consider managing which boats arrive to shore first to establish a carrying crew on shore prior to whole group arriving. · Consider unloading miss Gippsland onto the RIB then to shore	· Leave heavy lifting tasks until adequate resources are available · 6 students required to move a loaded sea kayak 4 if empty. · Maintain a strait back, bend knees · Don't lift to much	· Manage situation to ensure safety of humans and boats.
Contingency Plans: Suggested Strategies, if in distress.	· Stop further harm. - Stop lifting · Stabilise incident - Apply first aid · Resolve incident - Assess viability of resuming or modifying program - Seek medical assistance if required.		

Chemical/flammables handling and storage

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· High fire danger · Flammable substances can cause further damage to life and property	· Unaware of risks · Carelessness	· Poor management of Trangia cooking activities
Risk Management Plans for Each Factor	· Flammable liquid and gas to be stored in specialised storage areas outside of buildings · Observe bushfire rules and regulations	· All MDS summaries to be stored together and made accessible to all staff. · Staff to read MDS prior to use · Staff reminded of risks associated with carelessness.	· Dinner is a sedentary activity. Trangias (and cooking groups) to be laid out in clusters, circles, or in a line central to leader but not on top of each other. · Students aware that metho is safe unless it is thrown
Contingency Plans: Suggested Strategies, if in distress.	· Stop further harm. - Remove humans from risk area · Stabilise incident - Apply first aid if required - Call relevant emergency response - Protect buildings · Resolve incident - Assess viability of resuming or modifying program - Seek medical assistance if required.		

Tool Use of power tools

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Excessive Noise /dust/ sparks	· Inexperience · Fatigue · Rushing	· Poorly maintained equipment · Poor workspace
Risk Management Plans for Each Factor	· Wear appropriate PPE · Choose appropriate work site	· UTC management must be happy with the skill and knowledge of operator · Avoid using power tools when tired · Take your time	· Equipment to be maintained and ready for service · Move work to a safe workspace.
Contingency Plans: Suggested Strategies, if in distress.	· Stop further harm. - Remove humans from risk area · Stabilise incident - Apply first aid if required - Call relevant emergency response · Resolve incident - Assess viability of resuming or modifying program - Seek medical assistance if required.		

Swimming (resulting from a capsize)

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Water environment · Weather · Communication · Location	· Student skills · Staff experience and qualifications · Supervision	· Equipment and clothing
Risk Management Plans for Each Factor	· Water environment - · Weather – staff will use the bureau of meteorology for up to date weather reports and water conditions · Communication – set up communication strategies with the group for during the activity and ones which will enable communication with outside parties, the school and emergency parties. · Location- Gippsland Lakes, enclosed waterway. Water conditions will be monitored prior and throughout the duration of the activity by qualified and experienced staff.	· Student skills - Students are required to fill out a form prior to camp which states their level of ability with swimming. · Staff experience and qualifications: · Assessment of the swimming venue and ability of swimmers will be undertaken prior to the commencement of the activity. · Swimming boundaries set up for the group, so all will be within communicating distance. · Communication strategies will be established for all involved in the activity. · Supervision – staff will make sure they are easily identifiable to the students. There should be a teacher in charge with current qualifications for v type1&type3 venues and the supporting staff need to be aware of their role in supervision. · The supervising staff member will be required to hold one of the following: -Bronze Medallion, Pool Lifeguard Certificate, Australia (RLSS) Surf Rescue Certificate, Community Surf Lifesaving Certificate recognised Australian White Water Rescue Training.	· Appropriate clothing list provided prior to activity for during and after the activity. · Clothing monitored throughout activity. · Modify program to meet student capacities · Plan for time out of water and in shade/shelter · Appropriate safety equipment is available at the location of activity
Contingency Plans: Suggested Strategies, if in distress.			

Wildfire

Consult Extreme weather policy

	Environment Hazards and Difficulties	Human Factors	Activity and Equipment Factors
Risk Causal Factors	· Natural environment · Weather conditions	· Preparedness · Location	· As our programs are water based the activity risk is around camping and travel
Risk Management Plans for Each Factor	· UTC to monitor and communicate risks via email in lead up to camps. · In the event of unforeseen environmental danger or fire threat consider returning cohort to college or modification of program · In the event of a wild fire situation evacuate to James point and then via water to Paynesville yacht club (the shallow sand bars just out of Bunga arm would also be a good place if there were blankets	· Ensure people are dressed in clothing that is non flammable and full covering · Supply of dust masks gloves and overalls snacks and water	· Any movement from to or from campsites to be prioritised to water evacuation.
Contingency Plans: Suggested Strategies, if in distress.	· Stop further harm. - Remove humans from risk area · Stabilise incident - Apply first aid if required - Call relevant emergency response · Resolve incident - Assess viability of resuming or modifying program - Seek medical assistance if required.		