

FERRY EXCURSION RISK MANAGEMENT PLAN - PROFORMA

Name of School: Name of Principle: Description and location of excursion: Ferry Trip on Sydney Harbour (Part of Transport for Excursion) Date(s) of excursion:	Group/Class: _____ Number in group/ Class: _____ Name of excursion coordinator: _____ Contact number: as per other sheet: _____ Accompanying staff, parents, caregivers, volunteers: _____
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Activity	Hazard Identification (type/cause)	Risk Assessment (use matrix to form own)	Elimination or Control Measures	Who	When
Walking to ferry terminal	Risk of falling into harbour	(Example) 4/5	Students to be kept back from water's edge and be monitored in area for ferry arrival.	Teacher/Volunteer	Prior to & on excursion
Embarking and disembarking ferry	Falling into harbour	(Example) 4/5	Students to wait until instructed by ferry personnel to board ferry, then proceed in an orderly fashion to interior of ferry and sit in seat provided in an orderly and safe manner.	Teacher/Volunteer	Prior to & on excursion
Trip from Milsons Point to Circular Quay	Falling from ferry during trip	(Example) 3/4	Students to remain seated during entire trip and await instructions from ferry staff and teachers as to when to disembark.	Teacher/Volunteer	Prior to & on excursion
	Ferry sinking	(Example) 4/5	Students to follow instructions from ferry staff and teachers.	Teacher/Volunteer	Prior to & on excursion
	Act of terrorism	(Example) 1/2	Students to follow instructions from teachers and or emergency personnel/ police officers.	Teacher/Volunteer	Prior to & on excursion
Walking from Ferry Terminal to Circular Quay Station	Students walking across plaza	(Example) 4/5	Students to remain in two lines, following teacher instructions and keep together	Teacher/Volunteer	Prior to & on excursion
	Escalators	(Example) 4/5	Students to ride in pairs keeping between the marked yellow lines and assembling in the designated area on the platform	Teacher/Volunteer	Prior to & on excursion
	This is provided as an example only of risks associated with excursions on Sydney Ferries. It remains the responsibility of the responsible school or organisation and representative of the school or organisation to ensure all risks associated with the activity are formally considered, assessed and recorded.				

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HAZARD IDENTIFICATION	RISK ASSESSMENT				
<p>The following may assist with identifying hazards relating to activities at each stage of an excursion. Consider what could go wrong, that is the potential injuries that could occur. Hazards are sources of these potential injuries or illnesses.</p> <p>Travel - Consider aspects of travel that may present a hazard such as walking to and from the train, crossing the road, transport to the venue.</p> <p>Venue – Consider aspects of the excursion venue that may present a hazard such as location near water, cliffs, crowds, slippery floors.</p> <p>Excursion Program Activity - Consider the activities of the excursion program that may present a hazard such as hazards of bush wading, collecting leaves, observing animals, swimming, singing at an eisteddfod, climbing.</p> <p>Equipment – Consider any equipment that may present a hazard such as sporting equipment, high risk equipment at the venue.</p> <p>Environment – Consider aspects of the environment that may present a potential hazard such as wether conditions, natural hazards, like bush fires, floods or storms, the nature of the terrain plants and animals.</p> <p>People – Consider aspects of people that may present a hazard such as poor behaviour, the nature of participants such as maturity, age and skill, child protection issues, medical conditions or disabilities.</p> <p>Accommodation – Consider aspects of accommodation that may present a hazard such as insufficient supervision, standard of accommodation, and amenities, meal menus and allergies, security and child protection issues.</p> <p>Other – Consider other hazards related to the specific excursions</p>	Risk Assessment Matrix				
	<i>How serious could the injury be?</i>	<i>How likely is it to be that serious?</i>			
		<i>Very likely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Very unlikely</i>
	<i>Death or permanent disability</i>	1	1	2	3
	<i>Long tern illness or serious injury</i>	1	2	3	4
	<i>Medical attention and several days off</i>	2	3	4	5
	<i>First aid needed</i>	3	4	5	6
	Severity – is a measure of an injury, illness or disease occurring. When assessing severity, the most severe category that would be most reasonably expected should be selected.	Likelihood – is defined as the potential that an accident will happen that may cause injury or harm to a person. When making assessment of likelihood, you must establish which of the categories most closely describes the probability of he hazardous incident occurring			
	Legend 1 and 2 Extreme risk: consider elimination of the activity. Otherwise determine controls that are reasonably practicable to minimise the risk. 3 and 4 Moderate Risk: Determine controls that are reasonably practicable to minimise the risk 5 and 6 Low risk: Manage by routine procedures				
	Elimination or control measures Hierarchy of Controls Eliminate the risk, or if this is not reasonably practicable, control the risk to the fullest extent possible by using the following hierarchy of controls.				
Eliminate the Hazard	Remove the hazard. Change the activity or stop using it. Eg do not undertake a particular high risk activity such as abseiling in high wind, do not use high risk equipment				
Substitute the Hazard	Replace the activity, material or equipment with a less hazardous one e.g. chose an easier bush walk				
Isolate the hazard	Isolate the hazard from the person at risk: Isolate through distance e.g. select a lunch location well away from the water. Check is a costal walk has fencing				
Use Engineering controls	Consider hiring coaches with seat belts and ensure these are worn if available				
Use administrative controls	Establish procedures and safe practices e.g. supervision of students, clear rules, instruction in safe methods, training of staff, volunteers and students in the excursion activities or in the use of equipment and qualifications of instructors.				
Use personal protective equipment	Use appropriately designed and properly fitted equipment such as safety goggles, hats, sunscreen, helmets, in conjunction with other control measures identified from above				