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| **Biscuiting** | | | | |
| **Notes:**   * **Where a** [**CARA guideline**](https://education.qld.gov.au/curriculum/school-curriculum/CARA) **exists** and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety. | | | | |
| **Activity scope** | | | This guideline relates to student participation in Biscuiting (also referred to as tubing), as an activity to support curriculum delivery. This guideline must be used in conjunction with the [power boating](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/power-boating-activities) guideline when a boat is being used for this activity.  Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. [swimming in locations other than pools](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/swimming-locations-other-than-pools) while [power boating](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/power-boating-activities)) must comply with the requirements of all CARA guidelines appropriate to the activity.  Schools should consider conducting this activity at a Department of Education [Outdoor and Environmental Education Centre](https://education.qld.gov.au/schools-educators/other-education/OEEC) (O&EEC) and consult with O&EEC centre staff for risk assessment requirements.  For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.  For activities conducted off-site, schools must comply with the [school excursions and international school study tours procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure) | |
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| **Inherent**[[1]](#footnote-1) **risk level** | | | | **Action required** |
|  | **Low** | Little chance of incident or injury | | * Document the activity within the three levels of planning. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | | * Document the activity within the three levels of planning. * A OneSchool CARA record may also be required in accordance with school-based decisions. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | | * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (highly recommended). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | | * An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (mandatory). |

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| **Activity Requirements** | If any requirement cannot be met, the activity must not occur.  If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement alternative control measures to meet or exceed the minimum safety standard.  Compliance with the [Maritime Safety Qld water skiing](https://www.msq.qld.gov.au/Safety/Water-skiing) guidelines is required when planning this activity.  Reference to [Queensland Government zoning and designated areas](https://www.qld.gov.au/environment/coasts-waterways/marine-parks/zoning) is required to ensure motorised water sports (including water skiing and/or wakeboarding) are permitted.  Prior consultation is required with local authority (e.g. local councils) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.  Permission/permits are required to be obtained from land managers (e.g. [Queensland Government marine park permits and activities](https://www.qld.gov.au/environment/coasts-waterways/marine-parks/permits), [Great Barrier Reef Marine Park Authority](https://www.gbrmpa.gov.au/access-and-use/permits), local councils or private landholders), if applicable.  Confirmation of student water safety and swimming competence is required prior to participation. The process is determined by the school and must consider the specific aquatic environments in which the activity will take place. Consult the sequence of competency [Water safety and swimming education program](https://learningplace.eq.edu.au/cx/resources/items/02e2b3b1-2180-4e35-8480-e49f6a44bb44/11/viewIMS.jsp) for support in determining age-appropriate suitability and consider student self-rescue skills. |
| **Planning Considerations** | |
| *Incorporate the following factors when planning risk management strategies for this activity.* | |
| **Students** | Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child’s participation in the activity are identified and managed.  Schools must consult current student medical information and/or health plans in accordance with the [Managing students' health support needs at school procedure](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures |
| **Emergency and First-Aid** | Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. drowning, running aground, provision of [first aid](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards), spinal injuries).  Adult supervisors must have:   * emergency contact details of all participants * a medical alert list and a process for administering student medication * communication equipment suitable to conditions (e.g. two-way radio, mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions * recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB], flares) * an appointed emergency contact (e.g. the Principal, a park ranger, or local police) who is provided with a route card listing activity details (outline of the route to be followed, the number and names of the party, the estimated time of departure/arrival * emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).   Safety procedures must be determined for the location (e.g. signalling for assistance, avoiding moving engine parts/propeller, location of first aid support and equipment, roll marking, process to rapidly communicate emergency advice to adult supervisors of impending severe events).  Access is required to [first aid equipment (DOCX, 479KB)](https://education.qld.gov.au/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX) and consumables suitable for foreseeable incidents (e.g. heat pack, ice pack, vinegar).  An adult with current emergency qualifications is required to be quickly accessible to the activity area.  An adult with concussion management knowledge or training is required. Consult [Concussion in sport policy (PDF, 1.8MB)](https://waterskiqld.com/wp-content/uploads/2020/02/Concussion-Policy-2018_v1.pdf).  For participants with known allergies, schools must comply with the [Supporting students with asthma and/or at risk of anaphylaxis at school procedure](https://ppr.qed.qld.gov.au/pp/supporting-students-with-asthma-and-or-at-risk-of-anaphylaxis-at-school-procedure) and the school’s [Anaphylaxis risk management plan (DOCX, 159KB)](https://ppr.qed.qld.gov.au/attachment/anaphylaxis-risk-management-plan.docx), including an adult supervisor of the activity with [anaphylaxis training](https://etraining.allergy.org.au/).  Emergency qualifications include:   * [HLTAID009 Provide cardiopulmonary resuscitation (CPR)](https://training.gov.au/Training/Details/HLTAID009) * [HLTAID010 Provide basic emergency life support](https://training.gov.au/Training/Details/HLTAID010) * [HLTAID011 Provide first aid](https://training.gov.au/Training/Details/HLTAID011) * [HLTAID013 Provide first aid in remote situations](https://training.gov.au/Training/Details/HLTAID013) * or equivalent competencies. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. drowning, running aground, provision of [first aid](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards), spinal injuries) and safety procedures (e.g. [collision regulations](https://www.msq.qld.gov.au/Safety/Collision-regulations), [Maritime Safety Queensland](https://www.msq.qld.gov.au/Safety/Safety-equipment-recreational-ships) requirements, signalling for assistance, avoiding moving engine parts/propeller). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.  Instruction is required for students and adult supervisors on correct techniques (e.g. [universal hand signals (PDF, 267KB)](https://www.msq.qld.gov.au/-/media/MSQInternet/MSQFiles/Home/Safety/Safety-equipment-recreational-ships/Safewaterskiingfactsheet.pdf?la=en)). |
| **Consent** | [Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site. |
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| **Supervision** | Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).  Specific roles for supervisors must include recovery, emergency and general supervision roles.  **At all times**, at least 1 adult supervisor with capability and competence (knowledge and skills) to assist/recover a student must be ready to perform a rescue. **At no time**, should students be relied upon to recover a participant in difficulty.  For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students’ medical condition or disability on safety during the activity.  The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students’ ages, abilities and specialised learning, access and/or health needs.  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must assess [weather conditions](http://www.bom.gov.au/), and obtain accurate information on [tides](http://www.bom.gov.au/australia/tides/#!/qld), depths, currents and other expected water conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.   During the activity, all adult supervisors:   * must be readily identifiable * must closely monitor students with health support needs * must comply with control measures from the CARA record and adapt as hazards arise * must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms) * **must not allow**this activity to **occur outside daylight hours**.   In addition to the above, or tubing, water skiing and/or wakeboarding behind a boat   * At least 3 adult supervisors are required to manage the activity safely in the roles of **driver**, **spotter**in the boat and **spotter** on shore. * Driver and spotters must have experience in the role and knowledge of the [universal hand signals (PDF, 267KB)](https://www.msq.qld.gov.au/-/media/MSQInternet/MSQFiles/Home/Safety/Safety-equipment-recreational-ships/Safewaterskiingfactsheet.pdf?la=en) used when water skiing.   The spotter in the boat must hold a current first aid qualification and be prepared to enter the water (e.g. wearing life jacket) at all times. |
| **Supervisor Qualifications** | Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.  All adult supervisors must comply with the [Working with children authority—blue cards procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) and be able to identify, and respond to, risks or hazards that may emerge during the activity.  A registered teacher **must**be appointed to maintain overall responsibility for the activity.  At least 1 adult supervisor is required to have demonstrated capacity to perform an appropriate rescue procedure including using appropriate rescue aids.  For tubing, water skiing and/or wakeboarding behind a boat, at least 1 adult supervisor is required to be either:   * a registered teacher with demonstrated competence (knowledge and skills) in teaching skills of tubing, water skiing and/or wakeboarding and demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include:   + competence (knowledge and skills) in water safety (e.g. current professional development from Royal Lifesaving such as [Swim and survive](https://www.royallifesaving.com.au/educate-participate/swimming/swim-and-survive))   + a water safety and swimming instructor qualification from a registered training organisation (RTO) governing sporting body covering [SISCAQU002—Perform basic water rescues](https://training.gov.au/Training/Details/SISCAQU002) unit of competency   + a current bronze medallion appropriate to the activity environment; or   + another method determined by the principal * an adult supervisor, working under the direct supervision of a registered teacher, with:   + demonstrated competence (knowledge and skills) in teaching skills of water skiing and/or wakeboarding   + [Level 1 (PDF, 358KB)](https://www.awwf.com.au/wp-content/uploads/2021/04/Level-1-Coaching-Accreditation-Overview-January-2021.pdf) coaching accreditation from [Waterski and Wakeboard Australia](https://www.awwf.com.au/) or similar   + demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include:     - demonstrated competence (knowledge and skills) in water safety (e.g. current professional development from Royal Lifesaving such as [Swim and survive](https://www.royallifesaving.com.au/educate-participate/swimming/swim-and-survive))     - a water safety and swimming instructor qualification from a RTO governing sporting body covering [SISCAQU002—Perform basic water rescues](https://training.gov.au/Training/Details/SISCAQU002) unit of competency     - a current bronze medallion appropriate to the activity environment; or     - another method determined by the principal.   For power boating, the adult supervisor is required to have **all**of the following:   * a [valid marine licence](https://www.qld.gov.au/transport/boating/licences/recreational) * experience in power boating relevant to water skiing and/or wakeboarding activities * approval by the principal * conform to the [general safety obligations for vessels](https://www.msq.qld.gov.au/Safety) prescribed by [Maritime Safety Queensland](https://www.msq.qld.gov.au/licensing) and the [power boating](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/power-boating-large-craft)activity guideline. |
| **Facilities and Equipment** | The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.  Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. Consider underwater vegetation (e.g. coral, weed), marine life (e.g. crocodiles, sharks, eels), debris and protection from watercraft when selecting ski location. Assess suitability of surrounds and reach of water (e.g. local water conditions and hazards, traffic patterns).  Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers) as relevant (e.g. wetsuit pants, wetsuit or stinger protective swimwear).  Wet suit or stinger protective swimwear must be worn during colder periods and during the stinger season, if applicable. Adhere to the [Surf Life Saving Queensland marine stinger risk management guidelines](https://lifesaving.com.au/safetyinfo/details?tab=1).  Level 50 lifejackets as outlined by [Maritime Safety Queensland](https://www.msq.qld.gov.au/safety/life-jackets) must be worn when participating in tubing, water skiing or wakeboarding activities.  Ensure access to waterways is available for emergency vehicles or vessels.  Equipment must be sized to match the ability and strength of students.  All equipment must be used in accordance with the manufacturer’s instructions.  A process for checking for damage for all equipment used in the activity must be established and employed (e.g skis, boards, ropes, helmets).  A retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.  If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity. |

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| **Who will be leading the activity?** | | |
| **Staff/Other Participants** | | |
| **Family Name** | **Given Name** | **Type** |
| Roberts | Zach | Teacher |
| Kleinschmidt | Rod | Teacher |
| Hodgson | Kevin | Teacher |
| Cinelli | Alex | Teacher |
| Nash | Liz | Teacher |

Risk Management Matrix – Biscuiting

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment:  *E.g. falling of biscuit / tube (climb back on)* | Injury requiring 1st aid:  *E.g. bump /knock to arm or leg*  *(ice pack)* | Serious injury requiring ambulance assistance:  *E.g. Limb fracture/break* | Injury requiring hospitalisation:  *E.g. Compound fracture* | Death or life threatening injuries:  *E.g. Head injury* |
|  | Equipment | Replacement – no disruption to activity:  *E.g. Access ladder fallen down on back of boat (fold back up)* | Small disruption to activity:  *E.g. Biscuit / tube in need of repair/re inflation.* | Minor disruption causing modification to activity:  *E.g. high wind, slow down and take care when crossing wind.* | Minor disruption to halt activity:  *E.g. wind picking up mid activity* | Major disruption stopping the whole activity:  *E.g. Excessive wind (too strong for Biscuiting safely)* |
|  | Environment | Change of daily temperature:  *E.g. light shower crossing dam* | Short term influence:  *E.g. Heavy rain* | Minor long term damage:  *E.g. Drought (lack of water)* | Extensive Environmental damage:  *E.g. thunder & lightning storm* | Widespread damage:  *E.g. Cyclone* |
|  |  | **Insignificant** | **Minor** | **Moderate** | **Major** | **Catastrophic** |
|  | **Risk Matrix** | **1** | **2** | **3** | **4** | **5** |
| Almost Certain | **5** | medium | High | High | Extreme | Extreme |
| Likely | **4** | Low | medium | High | High | Extreme |
| Possible | **3** | Low | medium | medium | High | Extreme |
| Unlikely | **2** | Low | medium | medium | High | High |
| Rare | **1** | Low | Low | medium | medium | High |

**Kinchant Outdoor Education Centre**

**Risk Analysis and Management System**

**Activity/Situation:** Biscuiting/Tubing/Power Gliding **Last Updated:** 02/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Epilepsy  Emotional trauma  Exacerbating previous medical conditions  Fear of water  Head Injuries  Unconsciousness  Death by drowning  Loss of self esteem  Reduced involvement  Ligament, tendon or muscle damage  Swimming ability (physical exhaustion)  Panic/anxiety attack struggling in the water  Sea sickness  Ingestion of contaminated water | Injury to self and others   * Finger jams * Rope burns   Impact of others on the biscuit   * abrasion * bruising * concussion * loss of consciousness   Equipment loss and damage  Collision with other Dam users (Power boats /skiers)  Poor water quality  Blue/green algae  Hair/clothing entanglement  Trapped under the biscuit  Groups’ whereabouts  Water penetration | Exposure to adverse weather  Insects  Bites and stings  Infections  Sunburn  Dehydration  Heat exhaustion  Hypothermia  Bacterial infection  Skin allergies  Loss of vessel  Motor damage  Biscuit damage  Fire  Snapping tow rope/harness arrangement  Suction pipe |

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| **People** | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Movement - Students on the biscuit  Collision with  Other activity water craft 5,3 Extreme  Other KOEC activity group on the dam 5,2 High  Other Dam users 5,3 Extreme  Bank or bottom to the Dam 4,3 High  Dam wall /marker buoys 5,2 High  Boat capsize 5,1 High  Biscuit flipping 3,3 Medium  Falling from biscuit 3,3 Medium  Bumping others on the biscuit 2,4 Medium  Impacting students in the water 3,3 Medium  Students on the bank  Swimming unsupervised 3,3 Medium  Careless plant & life collection and study 3,3 Medium  Waiting unprotected (Sun & weather) 3,4 High  Inappropriate behaviour 3,3 High  Medical problems 3,3 Medium  Too large a group. 3,4 High  Fear of water 4,3 High  Lack of swimming skills & techniques 5,3 High  Special needs students 4,3 High  Students' poor cognitive ability. 4,3 High | 4 | 4 | High | * Use of Marker buoys to clearly define areas of movement * Group to stay together moving from one location to another * Area marked off with “witches hats” to alleviate the movement of spectators and participants in neighbouring activities * Closely monitor all movement * Clearly explain methods to remount biscuit * Maintain a safe distance (regulated by yellow markers) from dam wall and other marker buoys * Clearly explain the operating area and the three whistle system to gain attention (Used by instructor when indicating attention towards the bank or used by assistant controlling the endeavours of those not on the biscuit) * Student briefed on the fitting and usage of PFDs and wet suit pants * Appropriate safety/ procedural briefing and sequencing * Clear communication * Give clear and concise student briefing of * Activity procedures * Use & fitting of Wet suit pants & PFDs * Use of signals to communicate to the boat * Description of the movement of the activity * Change over procedures * NO - GO Areas * Clear responsibilities & expectations for those waiting or having completed their turn * Consider groupings. * Establish effective communication pathways between staff and participants. * Clear *CREW* briefing as to * Seating position in the boat * Lookout procedures * Communication protocols * Emergency action (Kill switch etc) * Vigilant supervision * *LEADER* competence * Certified coxswain / restricted license * Leader to be familiar with and understand medical synopsis. * Modify or abort the activity * Set clear behaviour expectations * Vigilant supervision * Participants are to use their own cups or water bottles. * Session to be appropriate /modified to medical needs. * Share common expectations with regard to participant performance, equipment use etc. | 3 | 3 | Medium |
| Student’s inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 4,3 High  Students' poor cognitive ability. 4,3 High  Inattentive 3,3 Medium  Disobedience 3,3 Medium  Unfocused 3,3 Medium  Poor listening skills 3,3 Medium | 3 | 3 | Medium | * Set clear behaviour expectations. * Negotiate clear role description for all staff and students. * Implement behaviour management strategies. * Ensure a supportive learning environment. * Ensure realistic personal goal setting, include real choice in terms of entry and exit options. * Establish a positive rapport. * Establish effective communication pathways between staff and participants. * Share common expectations with regard to participant performance, equipment use etc. * Assess suitability of activity in consultation with Admin. Staff, and the student if required. * Assess participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Reinforce the rule that participants who demonstrate or threaten to behave in a manner which has the potential to physically, emotionally or psychologically injure themselves or another may not participate in the biscuiting activity. * Provision to modify or abort the activity as situation dictates. * Detailed medical history for all participants to be held by Admin. * Emergency equipment easily available * Ensure participation options- include real choice in terms of entry and exit options. (travelling in the boat is an option) * Ensure the individual's medication is carried /available. * Establish a positive rapport with the group * Select appropriate biscuit-rider partners (focus on common desired speed) * Implement behaviour management strategies. | 3 | 2 | Medium |
| Medical problems.  Pre-existing medical conditions 4,3 High  Fatigue & Exhaustion 3,3 Medium  Rider’s excessive weight 3,3 Medium  Physical health & fitness 3,3 Medium  Loose clothing/jewellery/hair. 3,3 Medium  Emotional distress (anxiety, peer pressure) 3,3 Medium  Anxiety level to the fear of the water 4,3 High  Group size 3,3 Medium | 4 | 3 | High | * Provide physical aids appropriate to the needs of the participants. * Vigilant supervision. * Session to be appropriate/modified to medical needs. * Secure long hair appropriately or use of swimming caps * Participants are to use their own cups or water bottles. * Detailed medical history for all participants to be held by Admin. * Leader to be familiar with and understand medical synopsis. * Ensure the individual's medication is carried/available. * Emergency equipment immediately available * Gloves and resuscitation mask to be available. | 3 | 3 | Medium |
| Staff Competencies  Insufficient assistants. 4,3 High  Too large a group. 3,3 Medium  Poor group control. 4,3 High  Poor instruction skills. 4,3 High  Lack of equipment knowledge. 4,3 High  Lack of technical skills. 4,3 High  Leader inexperience 3,3 Medium  Assistant inabilities  Lack of effective communications skills 3,3 Medium  Lack of involvement 3,3 Medium  Lack of craft knowledge and skill 4,3 High  Little knowledge of the group complexities 4,3 High  Driver  Poor control & boat management 4,4 High  Poor judgement of the conditions 4,4 High  Inattentiveness 5,4 Extreme  Lack of technical skills 5,5 Extreme  Lack of equipment knowledge 5,4 High  Poor instruction skills 3,3 Medium  Poor group control 3,3 Medium  Crew / lookout  Inattentiveness 4,3 High  No prior experience 3,3 Medium  Sea sickness 3,3 Medium  Poor communication skills 4,3 High  Lack of equipment knowledge 3,3 Medium  Medical problems 3,3 Medium  Supervisor on the bank  Poor control & group management 3,3 Medium  Inattentiveness 3,3 Medium  Other Dam Users  Incompetent skiers 4,3 High  Other swimmer in close vicinity 4,3 High  Animals in the water 4,3 High  Inattentive power craft operators 5,4 Extreme  Proximity to other student groups 4,3 Medium  Spectators on the Dam bank/fishermen 3,2 Medium | 4  4  5  4  3  4 | 3  3  4  3  3  4 | High  High  Extreme  High  Medium  High | * Appropriate program sequencing e.g. to avoid participant and instructor fatigue. * Appropriate sequencing to establish a level of trust and co-operation. * Assess suitability of activity in consultation with Admin. Staff, and the student if required. * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Clear briefing and appropriate sequencing. * Consider age, ability and group appropriate to size groupings. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Proven and demonstrated leader competence. * Staff trained in emergency procedures and inform assistant of procedures to be undertaken * Assist to be inform and aware of role and responsibilities before leaving the Centre * All rescue equipment readily available * *DRIVER* competence * Certified coxswain / restricted license/Certified Marine licence * Leader to be familiar with and understand medical synopsis. * Modify or abort the activity * Set clear behaviour expectations * Vigilant supervision * Clear *CREW* briefing as to * Seating position in the boat * Lookout procedures * Communication protocols * Emergency action (Kill switch etc.) * Vigilant supervision * Adhere to designated areas of operation * Inform other Dam users of intended activity and associated movement | 3  3  3  3  3  4 | 3  3  3  3  3  2 | Medium  Medium  Medium  Medium  Medium  High |

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| Equipment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Equipment failure  Boat 5,4 Extreme  Hull (weight & shape)  Protruding edges  Motor  Fuel  Outboard leg  Propeller  Electrics  Unsecured equipment  Loose rope  Sharp edges  Trip hazards (paddles, fuel lines)  Radio  Safety equipment (fire & signalling)  Towing apparatus 3,3 Medium  Karabiner  Rope  Towing “bridle” and pulley  Biscuit 4,4 High  Biscuit inflation  Handles  Zips  Attachment point  Man overboard  Safety Equipment 5,4 Extreme  Ill-fitting PFDs  Condition of PFDs  Condition of wet suit pants  Inadequate instruction  On Route 3,3 High  Condition of vehicle & trailer  Security of vessel  Security of contents  Transit of the children 4,3 High  Walking students to the Dam  Boarding the Biscuit  Riding the biscuit  Returning to the shore  Other craft and vessels 4.3 High  Proximity of other craft  Other Dam users  Other KOEC groups | 5 | 3 | Extreme | Equipment Failure   * Park in allocated areas * Trailer maintained in a roadworthy condition and yearly registered. * Vigilance when carrying and returning gear to the trailer. * Regularly check and maintain “tie-downs” * Second staff member final check of loading and security of craft before moving the trailer onto the road * KOEC staff responsible for the securing and checking of the security of the loaded trailer * Briefing on correct use and awareness of consequences of incorrect use of PPE including PFDs and wet suit pants * Ensure students are correctly attired for the water environment and prevailing conditions and duration of program * Regular inspection and maintenance of all equipment. * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment * Regular safety audits and maintenance program undertaken. * Secure area to prevent uninvited access equipment is not under supervision. * Staff ability to recognise worn or faulty equipment. * Use according to manufacturer's specifications. * Vigilant supervision. * Visual inspection of the intended area of usage prior to session.   Boat   * Regular service and maintenance checks * Update logs * Inspections prior to active usage * Boat induction & brief to new / temporary crew * Regular safety / survey audits * Regular fire safety checks (fire extinguisher)   Towing Apparatus   * Regular checks before & post activity sessions * Replacement of unserviceable equipment   Biscuit   * Assessment of individual with regards to body shape, weight or confidence. * Use according to manufacturer's specifications * Assessment of participant ability to use equipment. * Briefing including an awareness of the use of the biscuit * Positioning of the riders * Correct use of the hand grips (handles) * Explanation of the ride (boundaries, direction of travel, speed rates / limits & resultant selective grouping, drop off & pick area areas & procedures) * Procedures taken should one of the riders fall from the biscuit (signalling from the water, role of the PFD,   recovery by the boat, remounting the biscuit)   * Optional activities on the biscuit (swapping places, kneeling, assisted “skurfing”- only **from permission and direction from the skipper /KOEC Instructor**) * Establish expectation of the riders * Functional use of hand signal (OK, not OK speed) * Establish means of communication (Boat to biscuit)   Safety Equipment   * Briefing on correct use and awareness of consequences of incorrect use. * Briefing to avoid damage * Ensure **all** participants wear wet suit pants, PFDs and wet shoes. * Check the correct fitting of wet suit pants & PFDs. * Regular inspection and maintenance of all equipment * Correctly storing and maintaining gear   All equipment usage & checks   * Leader competence in use of equipment. * Vigilant supervision. * Visual inspection of the intended area prior to session * Boat trailer checks prior & post activity * Regular trailer maintenance * Maintain current registration requirements | 4 | 3 | Medium |
| Equipment management  Inappropriate attire. 3,3 Medium  Incorrect fitting PPE/PFDs 4,4 High  Incorrect use of equipment 4,4 High  Accidents using equipment 4,4 High  Incomplete rescue pack 4,3 High | 4 | 4 | High | * Individual staff kit to PFD, rescue knife, tow-line, access to spare paddle, radio, whistle, rescue tape and carabiner * Group rescue pack to include repair kit (spare shoes, spare PFD, first aid kit and throw bag * Rescue pack to be readily available to be accessed in “rescue situations” * KOEC instructors to be trained to use elements of the rescue pack and trained in appropriate rescue procedures * Ensure participants have adequate footwear, appropriate clothing and hat * Leader competence in use of all equipment. * Document any incidents or “near misses” throughout the activity * Document and accidents and appropriate actions taken * Regularly check the fitting of PFDs – especially before and after swim sessions * Briefing to avoid damage to environment & equipment. | 3 | 2 | Medium |
| Equipment security  Equipment loss. 4,2 High  Security of equipment.  (unsupervised usage) 4,3 Medium | 4 | 3 | High | * On completion of activity, safety gear stack neatly and sized accordingly * Leader to account for all equipment at the end of the session. * Intended area to be assess before each group arrives. * Correctly storing and maintaining gear. * PFDs to be stocked into crate at the conclusion of every session. * PFDs to be stacked into crates and returned to the Centre if unattended at the Dam between sessions. * Any equipment damage or breakage to be reported at the end of the session | 2 | 1 | Medium |

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| Environment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Environnemental danger  Exposure to Environnent  (Hyperthermia, Dehydration, Sunburn) 3,3 Medium  Insects, ants and wasps and other  water creatures 4,3 High  Bacterial Infection 3,3 medium  Blue/green algae alert (issued by Sunwater) 4,3 High  Pollution 4,3 High  Submerged rocks and logs 5,2 High  Uneven Dam floor 3,3 Medium  Water weed 3,4 High  Water temperature 3,3 Medium  Pumping tower and associated markers. 5,4 Extreme  Floating Debris 5,3 Extreme  Unseen hazards under the water  (glass, bottles, rocks) Rubbish / items  discarded by pervious dam users  (Weekend picnickers) 4,4 High | 4 | 5 | Extreme | * Adequate briefing on potential problems * Animals/insects removed with area cordoned off * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (long grass on the bank, ants, wasp nests, water weed, aquatic animals, bullrout, and water lice). * Ensure equipment (biscuit, PPE) is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays) in the aquatic shed. * Wet suit pants need to be hung to dry and packed away the following day * Equipment not left out in the open for extended time. * General area maintenance i.e. mowing of track and assembly areas carried out by KOEC ground staff with arrangement from Sun-Water administration if in an unsatisfactory condition due to lack of Sun-water scheduled up-keep. * Use equipment only under a certified leader’s supervision. * Vigilant supervision. * Visual check of dam and entire area prior to use. * Review blue green algae with Sunwater reports and memos * Select areas with minimal weed/plant growth | 4 | 3 | High |
| Weather conditions  Weather extremes 4,1 Medium  (Cyclone, lightning, high winds)  Moderate weather conditions 3,3 Medium  (gusty winds & rain)  Equipment damage (sun, rain & dirt) 3,3 Medium  Heat.  Limited visibility (rain, sun). 4,3 High  Strong winds. 4,3 High  Sun and adverse weather conditions 4,3 High  Rough water conditions (wave). 4,3 High | 4 | 3 | High | * Awareness of weather forecasts/imminent adverse conditions * Check weather conditions and changes e.g. regular weather updates websites (BoM), radio or television * Select another activity if the weather is too bad. * Leader competence - knowledge of local weather patterns and ongoing monitoring of changing conditions * Exit the Dam if the weather becomes unsuitable. * Water activities should not be undertaken in electrical or severe storms (high winds, hail or driving rain) * Encourage participants to drink water, ensure participants have water bottles and opportunities to drink. * First aid skills continually updated * Suitable medication and first aid readily accessible. * Implement sun safe strategies. * Modify activity/task to suit weather conditions or abort. * Participants to wear suitable protective clothing. | 2 | 3 | Medium |
| Environmental Footprint  Human impact. 3,3 Medium  Environmental damage 2,3 Medium  Disturbance of flora and fauna 3,3 Medium  Water level of the Dam 3,2 Medium  Prescribed Areas of Boating  within the Dam confines 3,2 Medium | 3 | 3 | Medium | * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Participants' medical history assessed. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths. * Modify Dam access (walking track) to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the use of the course. * Acknowledgement of other Dam users * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Use only under a certified leaders supervision. * Vigilant supervision. * Visual check of course prior to use * Continued communication with Sunwater (condition of the Dam, levels of water, condition of the water, water quality, specific entry conditions, access to water and changing temporary amendment to Sunwater procedures and policies). * Acknowledgement of other users of the Dam | 2 | 2 | Medium |

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| **EMERGENCY** | General:   * First Aid kits. * Instructors skilled at group management and rescue situations. * Qualified First Aid person on hand. * Two-way radio network for immediate assistance.   Leader in the boat - [A certified coxswain (or Coxswain with restrictions to Kinchant Dam)]  [ A KOEC teacher/instructor holding a recreational ship licence + KOEC principal’s certified endorsement]  Boat on the water with student in the water   1. Identify the student(s) in difficulty 2. Communicate with student(s) if possible 3. Immediately motor to return to student (prop facing away from the persons in the water) 4. Render assistance as necessary 5. Assess the situation 6. Contact KOEC with information and assessment gathered 7. Remove student from water 8. Remove other students from the water 9. Return to shore 10. Collect emergency response gear (elements from the rescue pack). 11. Ensure safety for self and all others. 12. Group and maintain communication with the student(s) if possible. 13. Determine the most effective method of assistance to all students.   Student/assistant in the boat   1. Assess the situation 2. Contact KOEC office and informing of details of the incident and assessment gathered 3. Remove students from the biscuit (if deemed necessary) 4. Return to the shore 5. Debrief all staff and students 6. Await assistance from KOEC office   Student in the shore group   1. Assistant adult assumes responsibility 2. Assess the situation 3. Establish and maintain contact with KOEC office and KOEC instructor (Leader) 4. Render assist as necessary 5. Await assistance from other visiting staff (if available), KOEC leader (Instructor) or KOEC staff 6. Group and debrief all other visiting students |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Aware of Centre’s radio protocol and radio signals * KOEC “Standard Operational Procedures” * Education Queensland policy and guidelines * Australian Adventures Standards * Marine Transport regulations and protocols * “Sunwater” policies and protocols * Queensland Transport polices and protocols * Paddle Australia Resources and relevant modules (as applicable) * Boat Safe resources * (Marine Teachers Association) |
| **POLICIES AND GUIDELINES RECOMMENDED** | * EQ Workplace Health, Safety and Wellbeing - First Aid * EQ Health/ safety / management - Health & Safety recording and notification * EQ CARAS - Curriculum Activity Risk Management * KOEC site specific SOPs * KOEC site specific lesson plans * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Refer Centre specific Power boat “Standard operational procedures” * Refer Centre specific power boat “Crew Induction” * Maximum group size of 20 (recommended 16) with one Centre staff plus two adult per element to be used. * Royal Lifesaving Society of Queensland Resources (Aquatic safety, active forum, informative on-line discussions) * Red Cross procedures and protocols treating stings and bites * The [Queensland Poisons Information Centre](https://www.childrens.health.qld.gov.au/chq/our-services/queensland-poisons-information-centre/) has further information about types of poisoning and treatment available, or phone 13 11 26 * Age group Restriction (KOEC specific) * Year 4 & 5 specific restriction to boat boundaries, boat speed and role of accompanying adults on the biscuit * Year 6+ acknowledgement of speed restrictions as linked to like minder (water confidence) for group selection * Speed 1 only a limited wake (6 knots) (Bringing the biscuit and boat to plane speed) “a casual ride to talk to the bird and watch the fish sunbake” * Speed 2 (maintaining constant wake and keeping the biscuit inside the wake) “some large circles and figure of 8 crossing boat path * Speed 3 (positing the biscuit inside and outside the confine of the wake) tight circles (Limited “whip”)   **Biscuit may bounce over the wake but not become airborne for any prolonged period of time!** |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications - HLTAID009 Provide cardiopulmonary resuscitation (CPR); HLTAID010 Provide basic emergency life support; HLTAID011 Provide first aid; HLTAID013 Provide first aid in remote situations; or equivalent competencies. * Group control and management in an outdoor setting. * Proficient in usage of powered craft and associated equipment. * Proficient in carrying out rescues from the water and from the bank - (as appropriate) * Good interpersonal communication skills. * Effective processing skills. * Competence and demonstrated ability to undertake the activity * Competence and demonstrated ability to undertake a rescue from the water. * Competence and demonstrated ability to undertake the activity as an instructor. |
| **FINAL DECISION ON IMPLEMENTING ACTIVITY** | Choose one |
| Accept √ Reject  After consideration of the probability of the risk occurring, how often the participants are exposed to the hazards associated with the risks and the possible consequences, all of the above risks are unacceptable and hence control/management strategies will be implemented. |

**Approval Details**

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| Submitted by: | |
| Name: Zach Roberts | Position: Principal |
| Email: zrobe47@eq.edu.au | |
| Signed: | Date: 02/02/2022 |

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| Approval *(only required for high or extreme risk activities)* | | |
|  | Approved as submitted | |
|  | Approved with the following conditions: | |
|  | Not approved for the following reasons: | |
| Visiting staff approved to facilitate activity: | | |
| Signed (visiting school principal): | | Date: |

1. *The inherent risk level is determined before any control measures are put in place. Refer to the* [CARA planner](https://education.qld.gov.au/curriculum/school-curriculum/CARA). [↑](#footnote-ref-1)