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| **Windsurfing** | | | | |
| **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 windsurfing (also known as sailboarding) in [smooth and partially smooth](https://www.msq.qld.gov.au/Safety/Smooth-and-partially-smooth-water-limits) waters during daylight hours as an activity to support curriculum delivery.  Note: This activity does **not** include participation in windsurfing competitions, the windsurfing discipline of wave sailing and any windsurfing activities in open waters (e.g. exposed, deep, unfriendly conditions; ocean swells, exposed trade winds). These activities are not recommended as a curriculum 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 [Australian Sailing Operating Standards and Guidelines](https://www.sailingresources.org.au/discover-sailing-centres/dsc-operating-standards-and-guidelines/) is required when planning this activity.  Reference to [Department of Agriculture and Fisheries](https://www.qld.gov.au/environment/coasts-waterways/marine-parks) for restricted areas is required when planning this activity.  Ensure the operator of the recreational vessel conforms to the [general safety obligations for personal watercraft](https://www.msq.qld.gov.au/Safety/Personal-watercraft.aspx) prescribed by Maritime Safety Queensland.  Prior consultation is required with local authority (e.g. local councils) for local advice (e.g. presence of water contaminants [blue-green algae] and other marine dangers that be present at the designated location), 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 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, thunderstorm, extreme temperature, tides).   Safety procedures must be determined for the location (e.g. signalling for assistance, return to shore signal, 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. 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, separation from group, provision of [first aid](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards)) and safety procedures (e.g. [collision regulations](https://www.msq.qld.gov.au/Safety/Collision-regulations), [Maritime Safety Queensland requirements](https://www.msq.qld.gov.au/Safety/Safety-equipment-recreational-ships), signalling for assistance, return to shore signal). 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. |
| **Consent** | [Parent consent](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.  At least 2 adult supervisors, one of whom is a registered teacher, must be present. In certain situations, there may need to be smaller or larger numbers of participants per adult supervisors.  Refer to the [Australian Sailing Operating Standards and Guidelines](https://www.sailingresources.org.au/discover-sailing-centres/dsc-operating-standards-and-guidelines/) (page 9) for participant to instructor ratios.  One adult supervisor is required to either windsurf with the learners or travel in a powered vessel in close proximity to the learners under instruction.  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**.   **Recommended Supervision Ratios for Windsurfing**   |  |  | | --- | --- | | Maximum Vessel to Safety Boat Ratios | 6 windsurfers: 1 safety boat | | Maximum Participant to Instructor Ratios | 6 windsurfers: 1 instructor |   (retrieved from Australian Sailing Operating Standards and Guidelines (page 9)) |
| **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 one adult supervisor is required to be:   * a registered teacher with appropriate [instructor level](https://www.sailingresources.org.au/instructors/) qualification with [Australian Sailing](https://www.sailing.org.au/home/) (or equivalent demonstrated capability) and with competence (knowledge and skills) in teaching windsurfing; or * an adult supervisor, working under the direct supervision of a registered teacher, with appropriate [senior instructor level](https://www.sailingresources.org.au/instructors/) qualification or current accreditation with [Australian Sailing](https://www.sailing.org.au/home/) (or equivalent) and with competence (knowledge and skills) in teaching windsurfing.   For power boating (if a power boat is being used), 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 windsurfing activities * approval by the principal * conform to the [general safety obligations for personal watercraft](https://www.msq.qld.gov.au/Safety/Personal-watercraft.aspx) prescribed by Maritime Safety Queensland and the [power boating guideline](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/power-boating-large-craft). |
| **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 other watercraft when selecting location. Assess suitability of surrounds and reach of water (e.g. local water conditions and hazards, marine vessel patterns).  [Personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers) as relevant (e.g. enclosed shoes, 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/safety-info/marine-stingers) for the location.  Level 50 life jackets as outlined by [Maritime Safety Queensland](https://www.msq.qld.gov.au/Safety/Life-jackets.aspx) must be worn when participating in windsurfing (sailboarding) 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 life jackets, securely fixed deck plate and effective non-slip surface)  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.  Ensure any equipment (e.g. life jackets, sailboards) has [Australian Standard](https://www.standards.org.au/) Certification and complies with the requirements of that schedule (Departmental staff search "Australian Standards " in OnePortal).  Ensure a suitably powered rescue vessel is available and ready to perform a rescue. |

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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 – Canoeing and Kayaking

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment:  *E.g. falling onto sail board* | Injury requiring 1st aid:  *E.g. struck by mast*  *(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. Up haul rope detached (re tie)* | Small disruption to activity:  *E.g. Sail board in need of repair/refit* | Minor disruption causing modification to activity:  *E.g. lack of wind modify to stand up paddling* | Minor disruption to halt activity:  *E.g. wind dropping mid activity* | Major disruption stopping the whole activity:  *E.g. Excessive wind (too strong for sails)* |
|  | 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:** Canoeing/Kayaking/Sit-on-tops/Outrigging/Rafted Canoes **Last Updated:** 01/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Pre-existing medical conditions  Asthma  Emotional trauma  Exacerbating previous medical conditions  Hair/clothing entanglement  Head Injuries  Unconsciousness  Serious injuries  Injury to self and others  Medical conditions (including infectious disease)  Transmission of virus(disease) including from equipment  Lacerations from fins  Crushing between mast and board  Trapping students under sails | Loss of self esteem  Reduced involvement  Students’ attitude (apprehensive, over-confident, pushy)  Passing traffic (Private watercraft)  Instructor lack of knowledge of group and activity outcomes  Drowning  Water phobia (panic)  Back injury from up hauling sail  Craft disabled due to equipment failure  Sail becoming airborne  Sail filling with water  Mast striking students  Windsurfers colliding with other craft | Life jacket failure  Adverse weather  Algae bloom in dam  Contact with fish in dam  Broken glass or other sharp objects  Transmission of virus (disease) communal space  Falling limbs from trees  Nesting Magpies  Insects  Bites and stings (snake, spiders, wasps)  Infections  Sunburn  Dehydration  Heat exhaustion |

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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 |
| Injuries through Craft Movement  Drowning caused by   * Collision with other windsurfers 4, 3 High * Collision with other watercraft   (private boats) 5, 3 High   * Falling from craft 4, 5 High * Entrapment by craft (under sail) 4, 3 High * Fear of the water 4, 3 High * Head injuries and unconsciousness 5, 3 Extreme   Cuts and bruises   * Lacerations from fins 3, 2 Medium * Crushing between mast and board 4, 3 High * Mast striking students 4, 3 High   Sprain & Strains   * Back Injuries hauling heavy sails 3, 3 Medium | 5 | 4 | Extreme | * Correct fitting and regular checking of PFDs * Assigning two sailors per board * Monitor private water craft movement * Closely monitor all movement on each activity from the bank and from the water (rescue boat) * Each student is aware of individual roles and personal responsibilities * Explicit instruction and demonstration of the correct use of windsurfer components (rig and board) * Brief to include avoiding collisions, personal safety practices, safety signals * Craft to work within designated areas or drop the mast and await rescue * Maintain a safe distance from dam wall and other marker buoys * Clearly explain the operating area and the three whistle system to gain attention | 4 | 3 |  |
| Inappropriate behaviour   * Misbehaviour. 4, 3 High * Special needs students 4, 3 High * Students' poor cognitive ability 4, 3 High * Inattentive 4, 3 High * Disobedience 4, 3 High * Unfocused 4, 3 High   Appropriateness   * Students strength and mobility 3, 3 Medium * Have enough strength and flexibility 3, 3 Medium   to grasp and handle equipment & gear   * Too large a group 4,3 High * Group unable to effectively communicate and cooperate throughout the activities 3,3 Medium | 4 | 3 | High | * Set clear behaviour expectations. * Implement behaviour management strategies. * Ensure a supportive learning environment. * Establish a positive rapport. * Establish effective communication pathways between staff and participants. * Share common expectations with regard to participant performance, equipment use etc. * 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 session. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. * Reinforce the focus to support and develop teamwork traits * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Assess suitability of activity in consultation with Admin. Staff, and the visiting co-ordinator & teachers if required. * Restrict to appropriate group size * Explicit Instruction during brief concerning communication and signals * Practise skills prior to setting off away from the shore. * Ensure realistic personal goal setting, include real choice in terms of entry and exit options. | 3  3 | 3  3 | Medium  Medium |
| Medical problems.   * Pre-existing medical conditions 3,3 Medium * Fatigue & Exhaustion 3, 3 Medium * Physical health & fitness 3, 3 Medium * Emotional distress (anxiety, peer pressure) 3,3 Medium | 3 | 3 | Medium | * Vigilant supervision. * Session to be appropriate/modified to medical needs. * 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 | 2 | Medium |
| Instructor   * Poor group control. 4, 3 High * Poor instruction skills. 4, 3 High * Lack of equipment knowledge. 4, 3 High * Poor communication skill 4,3, High * Leader inexperience 3,3 Medium * Poor Skill level   (rescue boat & craft retrieval) 4,3 High  Assistants   * Insufficient supervisors. 3, 3 Medium * Lack of communication skills 3, 3 Medium * Lack of involvement 3, 3 Medium * Poor group management 3, 3 Medium * Poor knowledge of group 3, 3 Medium * Poor skill level 4, 3 High   Other dam users:   * Incompetent skiers 4, 3 High * Other swimmers 4,3 High * Inattentive power craft operators 5,3 Extreme * Close proximity of other student groups 4,3 High | 4 | 3 | High | * KOEC Staff trained in emergency procedures * Instructor must have and show competence (knowledge and skills) in windsurfing * Clear staff briefing and appropriate resources * Consider working groups appropriate to size groupings. * Proven and demonstrated leader competence. * Groups are given clean instructions of the task to be completed * Instructor is aware of KOEC SOPs and reviewed appropriate resource material Instructor must competence(knowledge and skills) in windsurfing * Leader aware of KOEC safety and procedural documents. * Know how to communicate with 2-way radios * Knowledge of all safety signals and assistance alerts * Leader with ability to perform first aid * Appropriate safety/procedural brief with deliberate sequencing. * Clear communication and effective feedback. * Consider group working/management skills/abilities. * Positive rapport. * Set clear behaviour expectations * Inform students of buoys indication sailing zones * Emergency/first aid equipment close at hand * Leader with ability to effect a rescue or retrieval from the rescue boat * Leader with ability to affect a rescue from the bank- verbal break-down of sailing sequence * Be aware of retrieval options and techniques procedures. * Assistants be briefed on their role and responsibilities on shore and in the rescue boat * Constant awareness off other Dam users * Advertise to other Dam users that novice sailors are on the water * Remind close operators that power gives way to sail | 4 | 2 | 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  Windsurfers   * Broken mast 3, 3 Medium * Boom attachment failure 3, 2 Medium * Universal/gooseneck breakage 3, 2 Medium * Fins striking bottom of the Dam 2, 3 Medium * Torn sail 3, 2 Medium * Damaged board 3, 3 Medium * Broken/shattered mast 4, 3 High * Faulty/broken boom clamp 3, 2 Medium * Faulty/frayed up-haul 3, 2 Medium * Poorly maintained rigs 3, 3 Medium * Loose/poorly tightened fins 3, 3 Medium * Ill-fitting hatches in the board 2,3 Medium     Windsurfer Trailer:   * Incorrectly loaded 3, 3 Medium * Jamming toolbox 3, 3 Medium * Poorly maintained tools and drill 3, 3 Medium * Incorrectly positioned 3, 3 Medium   Rescue boat:   * Unseaworthy/poor mechanical condition 4, 3 High * Poor communication between rescue boat and students on the boards 4,3, High * Poor boat handling skills and techniques 4, 3 High * Limited knowledge and skills to effect rescues and retrievals 4, 3 High     Personal Gear:   * Inadequate clothing and footwear 3, 3 Medium * Incorrect fitting of life jackets/PFD 4, 3 High   Other crafts and vessels*.*   * Accessibility of rescue boat. 4, 3 High * Proximity of other craft / vessels. 4, 3 High | 3 | 3 | Medium | * Assessment of participant ability to use equipment. * Briefing including an awareness of the hazards. * Regular inspection and maintenance of all equipment. * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment * Ensure vigilance of visual counting of sailors on water * Staff ability to recognise worn or faulty equipment. * Use gear according KOEC SOPs * Vigilant supervision during the course of the activity. * Visual inspection of the area prior to session. * Monitor correct use of equipment during the activity * Explicit instruction and demonstration of correct sailing technique. * Regularly service rescue boat and comply with current survey requirements * Check the boards are safe and not damaged. * Regular checks and repairs are carried out on boards and rigs * Repair kit including tools, spare parts and duct tapes for running rig repairs * Trailer parked in allocated areas * Trailer maintained in a roadworthy condition and yearly registered. * KOEC staff responsible for the securing and checking of the security of the loaded trailer * Vigilance when carrying and returning gear to the trailer. * Life jackets fitted correctly. * Radios and first aid kit. * Visual inspection of equipment * Have spare equipment (board, rig, mast footings, fin- screws) at the trailer * Tow lines readily available * Rescue knife at hand to release objects of entanglement or entrapment. * Ensure students are correctly attired for the water environment and prevailing conditions and duration of program * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment | 3 | 2 | Medium |
| Equipment management   * Trailer 3, 2 High * Windsurfers (base & rigs) 4, 2 High * Rescue boat 4, 3 High   Incorrect use of equipment   * Accidents using equipment 3, 3 Medium * Falling from the base onto the sail 3, 3 Medium * Sail becoming airborne 4, 3 High * Sail filling with water 3, 3 Medium * Poor use of the up haul 3, 3 Medium * Incorrect position of personnel on board 3,3 Medium | 3 | 3 | Medium | * Long hair secured under a hat. * Correct use of PFDs monitored and enforced * Leader displays competence in use of equipment. * Briefing to ensure correct use of equipment * Designated area to return equipment after use. * Monitoring Students capabilities. * Students given guidance as to acceptable use and handling of specific equipment. * Individual staff kit to contain PFD, rescue knife, tow-line, access to radio, whistle, rescue tape and carabineer * 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 any accidents and appropriate actions taken * Regularly check the fitting of Life Jackets * Briefing to avoid damage to environment & equipment. | 3 | 2 | Medium |
| Equipment security   * Equipment loss. 2, 2 Medium * Security of system elements. 4, 3 High   (unsupervised usage)   * Equipment falling off trailer 3, 3 Medium | 4 | 2 | High | * Leader to account for all equipment at the end of the session. * Equipment to be checked before and after the use of the activity. * Correctly storing and maintaining gear. * Correct lashing down of equipment during transportation * Ensure equipment is secured whilst travelling | 3 | 2 | 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 |
| Environmental danger   * Exposure to Environment 3, 2 Medium   Hyperthermia, Dehydration, Sunburn   * Marine organisms 3,2 Medium * Insects, ants and wasps 3, 2 Medium * Environmental damage to the equipment 3, 2 Medium * Bacterial Infection 4, 3 High * Blue / green algae alert 4, 3 High (issued by Sunwater) * Pollution 4,4 High * Submerged rocks and logs 5,2 High * Uneven Dam floor 4,4 High * Water weed 4,4 High * Fallen trees and branches 4,4 High * Water temperature 3,3 medium | 3 | 2 | Medium | * Adequate briefing and sequencing. * Animals/insects removed. * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (long grass, ants, and wasp nests, Blue Green Algae). * Insect repellent within easy reach * Ensure equipment is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays) * Equipment not left out in the open for extended time. * General grounds maintenance i.e. Regular pruning & mowing.(Liaise with sun water and mowing company ) * Vigilant supervision. * Visual check of dam area prior to use. * Removal of any rubbish/obstacles that could damage windsurfers during operation. * Check Sun water sign: Algae Bloom Indicator | 2 | 1 | Low |
| Weather conditions   * Weather extremes 5, 1 High   (Cyclone, lightning, high winds)   * Moderate weather conditions 3, 3 Medium   (gusty winds & rain)   * Equipment damage (sun, rain & dirt) 2, 2 Medium * Heat. 3, 3 Medium * Limited visibility (rain, sun). 3, 3 Medium * Strong winds. 3, 2 Medium * Sun and adverse weather conditions. 3, 3 Medium | 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 | 2 | Medium |
| Environmental Footprint   * Human impact. 4, 2 High * Repetitive injuries (neck). 3, 3 Medium * Slippery grass and loose soil 3, 3 Medium * Disturbance of flora and fauna 3, 3 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 road and path to and from the activity * Modify dam access (walking track) to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the activity | 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 effecting emergency procedure  (A) Leader remaining on the water. In responding to a participant in need of assistance the leader must:   1. Identify the student in difficulty. 2. Communicate with the student(s) if possible. 3. Use whistle system to communicate with the remainder of the group 4. Brief other staff and students if required. 5. Assist the participant in an effective and appropriate way.   (B) Leader on the bank   1. Inform the other staff. 2. Ensure the correct capsize and recovery procedure 3. Rescue gear to be readily available 4. Ensure safety for self and all others. 5. Maintain communication with the student(s) if possible. 6. Determine the most effective method of assistance to the students. |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Aware of Centre’s radio protocol and radio signals * Centre’s “Standard Operational Procedures” * Education Queensland policy and guidelines * Australian Canoeing – Flatwater Guide (or certified equivalent) * “Sunwater” policies and protocols * Queensland Transport polices and protocols * Paddle Queensland Standards * Paddle Australia standards and guidelines |
| **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 “Standard operational procedures” * Maximum group size of 18 (recommended 16) with one Centre staff plus one/two adult assistants to be used. * [Surf Life Saving Queensland Marine Stinger Safety guidelines](http://lifesaving.com.au/marinestingersafety/). * 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 |
| **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 all craft and associated equipment. * Proficient in carrying out rescues from the water and from the bank. * Competent in paddling specific watercraft * 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: 01/02/2022 |

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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)