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| **Canoeing and Kayaking (lakes, rivers and streams)** |
| This document covers canoeing, kayaking, sit on tops, outrigging and rafted canoeing activities |
| **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 canoeing (a narrow-beamed pointed vessel with a rigid hull propelled by a paddle) and/or kayaking (a topped, narrow-beamed vessel that floats and is propelled by a double-bladed paddle) in inland water (lakes, rivers and streams) up to and including [Grade 2 waters](https://paddle.org.au/education-safety/safety-guidelines-v2/#Appendix-B) as an activity to support curriculum delivery.Note: This activity does **not** include kayaking in open seas and oceans or canoeing on Grade 2 waters and above.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 [camping](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/camping)) 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 (O&EEC), consult with [O&EEC](https://education.qld.gov.au/schools-educators/other-education/OEEC) 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) |
|  |
| **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.
 |
|[x]  **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.Reference to [Australian Adventure Activity Standard](https://australianaas.org.au/), [Inland Water Paddle-craft Good Practice Guide (PDF, 737KB)](https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf), [Paddle Australia – safety guidelines](https://paddle.org.au/education-safety/safety-guidelines-v2/) and [Department of Agriculture and Fisheries](https://www.daf.qld.gov.au/) (for restricted areas) is required when planning this activity.Prior consultation is required with local authority 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. [Department of Environment and Science](https://parks.des.qld.gov.au/management/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. Consider any adjustments necessary for [students with disability](https://education.qld.gov.au/students/students-with-disability) to ensure access and participation in the curriculum. |
| **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. separation from group, using rescue equipment).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, VHF marine 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, bushfire, thunderstorm, extreme temperature, tides).

Safety procedures must be determined for the location (e.g. righting a capsized craft, marine navigation requirements) and are to be informed by information provided as manufacturer’s instructions, product labels, vendor safety data sheets (SDS) and standard operating procedures (SOP) as relevant.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.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/).An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:* [HLTAID009](https://training.gov.au/Training/Details/HLTAID009) Provide cardiopulmonary resuscitation (CPR)
* [HLTAID010](https://training.gov.au/Training/Details/HLTAID010) Provide basic emergency life support
* [HLTAID011](https://training.gov.au/Training/Details/HLTAID011) Provide first aid
* [HLTAID013](https://training.gov.au/Training/Details/HLTAID013) Provide first aid in remote situations;
* or equivalent competencies.
 |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. separation from the 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](https://www.msq.qld.gov.au/Safety/Safety-equipment-recreational-ships) requirements). 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. craft handling, righting a capsized craft, marine navigation requirements). |
| **Consent** | [Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site.[Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.[Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for extreme risk activities |
|  |
| **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.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, are required for canoeing/kayaking activities. Refer to the [Inland Water Paddle-craft Good Practice Guide (PDF, 737KB)](https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf) and [Paddle Australia – safety guidelines](https://paddle.org.au/education-safety/safety-guidelines-v2/) for recommendations and factors affecting supervisory ratios.One adult supervisor is required to either canoe/kayak with the learners or travel in a powered vessel in close proximity to the learners under instruction. The adult supervisor operating the power boat (if a power boat is being used) must have:* experience in operating a power boat;
* a [valid marine licence](https://www.qld.gov.au/transport/boating/licences/recreational);
* approval by the principal; and
* 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 activity guideline.

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 (e.g. wind direction, wave and swell heights) 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 be appropriately dressed to perform an immediate rescue at all times
* 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 or when environmental warnings have been issued (e.g. poor visibility, extreme temperatures, thunderstorms).

Recommended Supervision Ratio for canoeing and kayaking:Considerations when determining the ratio and group size for canoeing and kayaking must include:• the type of water of waterway being paddled• participant swimming ability• the size of the paddle-craft• the design of the paddle-craft• the number of participants in each paddle-craft• the suitability of the paddle-craft for the type of activity and environment• the suitability of the paddle-craft for the participants• considerations for determining supervision requirements in Core GPG.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade / Situation | Leader Requirements | One Seat Craft | Two Seat Craft | Three Seat Craft |
| Inland water that is not white-water | 1 guide / instructor | Up to 6 craft (including guide instructor craft), Up to 6 participants | Up to 4 craft (including guide instructor craft), Up to 8 participants. | Up to 4 craft (including guide instructor craft), Up to 12 participants. |

 |
| **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 a demonstrated capacity to perform an appropriate rescue procedure, including using appropriate rescue aids.For **high risk** activities:* At least 1 adult supervisor is required to be:
	+ a registered teacher with competence (knowledge and skills) and experience in kayaking and canoeing (inland water) and the potential hazards, with a statement of attainment from a registered training organisation (RTO) covering relevant kayaking and canoeing activities from the [Sport, Fitness and Recreation Training Package](https://training.gov.au/Training/Details/SIS) or similar. Refer to the competencies outlined in the [Inland Water Paddle-craft Australian Adventure Activity Good Practice Guide (PDF, 737KB)](https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf) for guidance; or
	+ an adult supervisor, working under the direct supervision of a registered teacher with [Certificate III in Outdoor Leadership](https://training.gov.au/Training/Details/SIS30619) or [Certificate III in Sport and Recreation](https://training.gov.au/Training/Details/SIS30115), similar or higher. Refer to the competencies outlined in the [Inland Water Paddle-craft Australian Adventure Activity Good Practice Guide (PDF, 737KB)](https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf) for guidance.

For **extreme risk** activities:* At least 1 adult supervisor is required to be:
	+ a registered teacher with competence (knowledge and skills) and experience in kayaking and canoeing (inland water) and the potential hazards and with [Certificate III in Outdoor Leadership](https://training.gov.au/Training/Details/SIS30619) or [Certificate III in Sport and Recreation](https://training.gov.au/Training/Details/SIS30115), similar or higher, including specialisations in appropriate kayaking and canoeing activities. Refer to the competencies outlined in the [Inland Water Paddle-craft Australian Adventure Activity Good Practice Guide (PDF, 737KB)](https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf) for guidance; or
	+ an adult supervisor, working under the direct supervision of a registered teacher with [Certificate IV](https://training.gov.au/Training/Details/SIS40619) or [Diploma](https://training.gov.au/Training/Details/SIS50419) in Outdoor Leadership or similar, with specialisations in relevant kayaking and canoeing (inland water) units.

**Canoeing Guide Competencies in a Flat Water and Grade 1 Environment**

|  |  |
| --- | --- |
| PUAOP013A  | Operate communications systems and equipment  |
| SISOOPS304A  | Plan for minimal environmental impact  |
| SISOODR404A | Manage risk in an outdoor activity |
| SISXMR402A | Coordinate emergency responses |
| SISONAV201A or SISONAV302A  | Demonstrate navigation skills in a controlled environment or Apply navigation in an intermediate environment as appropriate  |
| SISCAQU002  | Perform basic water rescues |
| SISOCNE202A | Perform deep water rescues |
| SISOCNE303A | Apply canoeing skills |
| SISOCNE305A | Guide canoeing trips on flat and undemanding water. |

**Kayaking Guide Competencies in a Flat Water and Grade 1 Environment**

|  |  |
| --- | --- |
| PUAOP013A  | Operate communications systems and equipment  |
| SISOOPS304A  | Plan for minimal environmental impact  |
| SISOODR404A | Manage risk in an outdoor activity |
| SISXMR402A | Coordinate emergency responses |
| SISONAV201A or SISONAV302A  | Demonstrate navigation skills in a controlled environment or Apply navigation in an intermediate environment as appropriate  |
| SISCAQU002  | Perform basic water rescues |
| SISOCNE202A | Perform deep water rescues |
| SISOKYK201A | Demonstrate simple kayaking skills  |
| SISOKYK302A | Apply kayaking skills |
| SISOKYK304A | Guide kayaking trips on flat and undemanding water |

(retrieved from abseiling and climbing Australian adventure activity good practice guide) |
| **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.Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers) appropriate to the conditions to protect against sun, wind, rain, cold (e.g. hats, wetsuits, thermal underwear, fleece, enclosed footwear).Prescription spectacles and sunglasses, if worn, secured with a suitable restraint.[Lifejackets](https://www.msq.qld.gov.au/safety/life-jackets) suitable to the location that comply with Australian Standards for PFD Level 50 or PFD Level 50S (previously known as PFD Type 2 and PFD Type 3) that are brightly coloured and are the correct size for the wearer and adjusted correctly must be worn at all times while on the water.Participants must wear secured and correctly fitted helmets that comply with CE EN 1385:2012 for the duration of the activity when on moving water, where during the activity obstructions could impact the head (e.g. paddling among rocks, during rescue practice), where movement outside of the craft occurs on very slippery surfaces. Refer to the [Paddle Austalia safety guidelines](https://paddle.org.au/education-safety/safety-guidelines-v2/) for helmet specifications.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 retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.A process for checking for damage for all equipment used in the activity must be established and employed.Sea-worthy craft and paddles suitable for the activity and water grade as outlined in Section 6.1.3 of [Inland Water Paddle-craft Australian Adventure Activity Good Practice Guide (PDF, 737KB)](https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf) must be used.One or more spare paddles suitable for the activity must be carried by the adult supervisor.Safety, rescue and repair equipment suitable for the activity that conforms to [Paddle Australia safety guidelines](https://paddle.org.au/education-safety/safety-guidelines-v2/) must be available that is quickly and easily accessible to include (but not limited to):* a whistle appropriate for water environments;
* a suitable means of cutting rope;
* throw-bags for Grade 1 or above waterways or rapids;
* a releasable means of towing a paddle-craft;
* carabiners, pulleys and slings; and
* static low stretch rope of appropriate length for the river width or environment.

Access to waterways must be available for emergency vehicles and vessels.Equipment correctly waterproofed and stowed securely in the craft.Ensure that no single navigation system to be relied upon. Where an electronic system (e.g. GPS) is used, have spare batteries and another position-fixing method available.Shade, water and food must be available.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 – Canoeing and Kayaking

|  |  |
| --- | --- |
| **Likelihood** | **Consequence** |
|  | People | Injuries not requiring treatment *E.g.* *mouth full of dam water* | Injury requiring 1st aid*E.g. bruising or abrasion* | Serious injury requiring ambulance assistance*E.g. exposure* | Injury requiring hospitalisation*E.g. water inhalation* | Death or life threatening injuries *E.g. drowning* |
|  | Equipment | Replacement – no disruption to activity*E.g. broken paddle* | Small disruption to activity*E.g. capsized canoe/kayak* | Unable to proceed*E.g. lost canoe/kayak* | Major disruption closing part of the dam*E.g. skiing competition* | Major disruption closing the whole activity. *E.g.**Trailer mishap at the Centre* |
|  | Environment | Change of daily temperature*E.g. Afternoon activity* | Short term influence*E.g. Gusty and showers winds* | Minor long term damage*E.g. Sunwater alerts* | Extensive Environmental damage*E.g. Drought and limited water source* | Widespread damage*E.g. Cyclonic damage* |
|  |  | **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

|  |  |  |  |
| --- | --- | --- | --- |
| **RISKS****Accident, injury** **other forms loss** | AsthmaEpilepsyEmotional traumaExacerbating previous medical conditionsFear of waterHair/clothing entanglementTrapped under the craftHead InjuriesUnconsciousnessDeath by drowningLoss of self esteemReduced involvementExhaustionUnder water rocks, logs and obstacles | Injury to self and others* Finger jams
* Cuts
* Rope burns

Impact of paddle/other craft * abrasion
* bruising
* concussion
* loss of consciousness

Equipment loss and damageIngestion of contaminated waterPoor water qualityBlue/green algae Sinking water craft | Exposure to adverse weatherInsectsBites and stings InfectionsSunburnDehydrationSuction pipeCollision with other Dam usersPower boats /skiersFear of waterSwimming ability (physical exhaustion)Sea sicknessHypothermiaPanic/anxiety attack struggling in the water |

|  |
| --- |
| **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 Collision with * Other activity water craft 3,3 Medium
* Other KOEC activity group

on the dam 3,3 Medium* Other Dam users 3,3 Medium
* Bank or bottom to the Dam 3 4 High
* Dam wall /marker buoys 2,2 Medium
* Craft capsize 3,4 High
 | 3 | 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
* Quickly rescue upturned craft or bring to the bank
* Clearly demonstrate and practice capsize drills and procedures
* Maintain a safe distance from dam wall and other marker buoys
* Clearly explain the operating area and the three whistle system to gain attention
 | 2 | 3 | Medium |
| Student’s inappropriate behaviour* Misbehaviour. 4,4 High
* Special needs students. 3,3 Medium
* Students' poor cognitive ability. 3,3 Medium
* Inattentive 3,3 Medium
* Disobedience 3,3 Medium
* Unfocused 3,3 Medium
* Poor listening skills 3,3 Medium
 | 4 | 3 | High | * Set clear behaviour expectations.
* 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.
* Reinforce the rule that participants who demonstrate or threaten to behave in a manner that has the potential to physically, emotionally or psychologically injure themselves or another may not participate in a canoeing/kayaking session.
* Negotiate clear role description for all staff and students.
* Provision to modify or abort the activity as situation dictates.
 | 2 | 2 | Medium |
| Medical problems.* Pre-existing medical conditions 3,3 Medium
* Fatigue & Exhaustion 4,3 High
* Paddler’s excessive weight 2,2 Medium
* Physical health & fitness 2,2 Medium
* Excessive weight impact on

 craft steering 2,2 Medium* Loose clothing/jewellery/hair. 3,2 Medium
* Emotional distress

(anxiety, peer pressure) 3,3 Medium* Anxiety level to the fear of the water 3,3 Medium
* Group size 4,3 High
 | 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.
* Ensure realistic personal goal setting, include real choice in terms of entry and exit options.
* Demonstrate and explain weight/load sharing configurations for safe handling and effective steerage
* Select appropriate paddle partners
 | 2 | 2 | Medium |
| Student Skill Development* Incorrect paddle technique 2,3 Medium
* Insufficient communication 2,3 Medium
* No understanding in craft handling 3,3 Medium
* Incorrect capsize procedures 4,4 High
* Younger students with disabilities 3,4 High
 | 4 | 4 | High | * Appropriate safety/ procedural briefing and sequencing
* Clear communication
* Plenty of practise activities and games to accommodate correct and appropriate paddle strokes
* Effective coaching and feedback to participants
* Inform students as to the roles and responsibilities of persons in/on the craft
* Student briefed on the fitting and usage of PFDs
* Provide Outriggers or rafted canoes for stability and security
* Students instructed to call or signal for assistance if a problem cannot be rectified immediately.
 | 2 | 2 | Medium |
| Staff Competencies* Insufficient assistants. 4,4 High
* Too large a group. 4,4 High
* Poor paddling technique. 3,4 High
* Poor group control. 3,4 High
* Poor instruction skills. 4,4 High
* Lack of equipment knowledge. 4,4 High
* Lack of technical skills. 4,4 High
* Leader capsized 4,4 High
* Leader inexperience 3,4 High

Assistant inabilities* Lack of effective communications 3,3 Medium

 skills* Lack of involvement 3,3 Medium
* Lack of craft knowledge and skill 2,3 Medium
* Little knowledge of the group

complexities 2,3 Medium* Kayak Entrapment 5,4 Extreme
 | 5 | 4 | Extreme | * Instructor must have a minimum Flatwater Guide-Canoe/Kayak
* 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
* Leader to be competent to effect a deep water rescue and rescue from the bank
* All rescue equipment readily available
 | 2 | 2 | Medium |
| Other Dam Users* Incompetent skiers 5,3 Extreme
* Other swimmer in close vicinity 4,2 High
* Animals in the water 4,2 High
* Inattentive power craft operators 5,3 Extreme
* Proximity to other student groups 3,3 Medium
* Spectators on the Dam bank/fishermen 3,3 Medium
 | 5 | 3 | Extreme | * Adhere to designated areas of operation
* Inform other Dam users of intended activity and associated movement
* Maintain close control of numbers of craft on passage
* Practice “rafting” procedure to ensure control of experienced paddles, paddlers have difficulties and to indicate group intentions to other on the Dam
 | 2 | 2 | Medium |

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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 * Trailer 3,3 Medium
* Incorrectly positioned 3,3 Medium
* Incorrectly tied down 3,3 Medium
* Empty trailer not secured 3,3 Medium
* Craft fall from the trailer 3,3 Medium
* Student injured loading/ unloading craft 3,3 Medium

Canoes/kayaks* Damaged 2,3 Medium
* Poorly positioned seats / foot rests 2,2 Medium
* Poor floatation 2,2 Medium
* Loss of paddle 1,2 low
* Inappropriate “bailing” equipment 1,2 Low
* Paddle damage 1,2 Low

Personal gear* Inadequate clothing, hats and foot-ware 3,3 Medium
* No water or snacks 1,3 Low
* Incorrectly fitted PFDs 5,3 Extreme
* Accessibility to rescue/ safety craft 4,3 High

Proximity of other craft | 4  | 3 | High | * Park in allocated areas
* Trailer maintained in a roadworthy condition and yearly registered.
* Vigilance when carrying and returning gear to the trailer.
* Student be made aware or correct carrying procedures when moving watercraft.
* Regularly check and maintain “tie-downs”
* Second staff member final check of loading and security of craft before moving the trailer on to the road
* Only Year 6+ students working in pairs with the assistance of supervisors attempt to load or unload trailers
* Student only stack craft to waist height on the trailer
* Staff and assistants responsible for the loading of higher stacking and off-loading of craft
* KOEC staff responsible for the securing and checking of the security of the loaded trailer
* Instructor’s assessment of participant ability to use equipment.
* Briefing includes an awareness of any potential hazard (paddling outside the area, loss of paddle/hat, capsize procedures)
* Briefing on correct use and awareness of consequences of incorrect use of PPE including PFDs
* 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 paddle and craft during session.
* Visual inspection of the intended area of usage prior to session.
 | 2 | 2 | Medium |
| Equipment management* Inappropriate attire. 3,3 Medium
* Incorrect fitting PPE/PFDs 5,3 Extreme
* Incorrect use of equipment 4,3 High
* Accidents using equipment 4,3 High
* Incomplete rescue pack 4,3 High
 | 4 | 3 | High | * Individual staff kit to PFD, rescue knife, tow-line, access to spare paddle, radio, whistle, rescue tape and carabineer
* Group rescue pack to include repair kit (including duct tape), spare hat, spare paddle, 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.
* Instructors to instruct assistants in the use of specific craft. (Sit-on-top or another canoe most appropriate)
* Do not share a double sit-on-top of canoe with an inexperienced assistant or student
* Maintaining a paddle log
* Document any incidents or “near misses” throughout the activity
* Document any accidents and appropriate actions taken
* Regularly check the fitting of PFDs – especially before and after swim sessions
* Briefing to avoid damage to environment & equipment.
* All gear to be water proofed for excursions
 | 2 | 2 | Medium |
| Equipment security* Equipment loss. 3,3 Medium
* Security of equipment. 3,3 Medium
* (unsupervised usage) 3,4 High
* Equipment falling off trailer 3, 3 Medium
 | 3 | 4 | High | * On completion of activity, watercraft stored face down to drain or chained over-night to deny access
* 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.
* Paddles to be bagged and located near the trailer between sessions
* Any equipment damage or breakage to be reported at the end of the session
 | 2 | 1 | Low |

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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
* Marine organisms, insects, ants and wasps

 3,3 Medium* Damage to the equipment 3,3 Medium
* Bacterial Infection 4,3 High
* Blue/green algae alert

(issued by Sunwater) 4,3 High* 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

  | 4 | 4 | High | * Adequate briefing on potential problems
* Animals/insects removed are cordoned off
* Appropriate environmental briefing and sequencing.
* Create an awareness of any environmental hazard (long grass on the bank, ants, wasp nests, waterweed, aquatic animals, bullrout, and water lice).
* Ensure equipment is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays)
* Ensure rescue equipment is available and positioned in the shelter to be readily used.
* Equipment not left out in the open for extended time.
* General tree maintenance i.e. mowing of track and assemble areas
* 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
 | 2 | 2 | Medium |
| Weather conditions* Weather extremes (Cyclone, lightning, high winds) 4,2 Extreme
* Moderate weather conditions (gusty winds & rain) 2,3 Medium
* Equipment damage (sun, rain & dirt) 2,2 Medium
* Heat. 3,3 Medium
* Limited visibility (rain, sun). 3,2 Medium
* 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.
 | 1 | 2 | Low |
| Environmental Footprint* Human impact. 3,3 Medium
* Back Injuries 3,3 Medium
* Environmental damage 4,3 High
* 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 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.
 | 2 | 2 | Low |

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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 bank1. 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 √ RejectAfter 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)* |
|[x]  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)