## Boat Travel

**Notes:**

* Where a [CARA activity guideline](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) exists for the activity and the minimum requirements outlined cannot be met the activity must be modified or alternative controls implemented to ensure an equivalent level of safety for staff, students and others involved.
* Where a CARA activity guideline does not exist, and when considering any other risks relevant to an activity, the [Curriculum activity risk planner](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) is to be used.

|  |  |
| --- | --- |
| Activity Description: Boat Trips aboard Gundoo Spirit. Embarking and Disembarking. | |
| Teachers/Leaders: Mia Kitchener, Andrew Gill, Paul Kanters, Eric Cech & Cathy Capern | |
| Class groups: All | Number of students: |
| Start date: 07/02/2024 | End date: 09/12/2024 |

*Use this risk assessment matrix as a guide to assess the* [*inherent risk level*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx)*. Refer to the* [*Curriculum activity risk planner*](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) *for further details.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Likelihood** | **Consequence** | | | | |
| 1 - Insignificant | 2 - Minor | 3 - Moderate | 4 - Major | 5 - Critical |
| 5 - Almost Certain | Medium | Medium | High | Extreme | Extreme |
| 4 - Likely | Low | Medium | High | High | Extreme |
| 3 - Possible | Low | Medium | High | High | High |
| 2 - Unlikely | Low | Low | Medium | Medium | High |
| 1 - Rare | Low | Low | Low | Low | Medium |

*Indicate the assessed risk level and undertake the actions required for that level of risk.*

| **Inherent risk level** | | | **Action required** |
| --- | --- | --- | --- |
|  | **Low** | Little chance of incident or injury | * Manage risk through regular planning processes. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | * Document risks and controls in regular planning documents. * Manage risk through regular planning processes OR complete this *Curriculum Activity Risk Assessment*. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | * A *Curriculum Activity Risk Assessment* is required to be completed. * Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity. * Parent/carer consent is recommended. * Once approved, activity details are to be entered into the [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | * Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes. * A *Curriculum Activity Risk Assessment* must be completed. * Principal approval is required prior to conducting this activity. * [Parent/carer](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) consent must be obtained for student participation. * Once approved, activity details are to be entered into the  [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx). |

**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions](http://ppr.det.qld.gov.au/education/management/Pages/School-Excursions.aspx) procedure for the Excursion planner template.

Planning considerations

*Incorporate the following factors when planning risk management strategies for this activity.*

**Which students will be involved?**

* The number of participants, size of student groups and students' capabilities is considered e.g. age, experience, competence, fitness, maturity.
* Any individual participant needs e.g. personalised learning, support provisions is considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

**Where will the students be?**

* The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
* The number of participants is appropriate for the available space.
* If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
* The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire) and necessary controls implemented.
* The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
* Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

**What will the students be doing?**

* The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
* Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
* Student skills are developed in a progressive and sequential manner.
* First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
* Emergency response strategies are in place that include, but not limited to, communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
* Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
* Personal items, e.g. drink bottles, towels and mouthguards, are not shared between participants.

**What will the students be using?**

* Instruction in safety procedures and safe handling of equipment is provided.
* All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
* [Relevant department procedures and guidelines](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

**Who will be leading the activity?**

* A registered teacher will have overall responsibility for the activity.
* Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
* The activity leader has the expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
* There are sufficient supervisors present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
* A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
* Supervisors are active in their supervision, visible and are readily identifiable to participants.
* Blue Card requirements are adhered to for all supervising leaders/volunteers.

**I have incorporated the above factors when planning my risk management strategies for this activity.**

**Additional activity-specific requirements for participants with specialised learning needs are provided in the Other Details box below.**

| Other Details: |
| --- |
| Floatation devices – non swimmers  Refer to SMS |

*Where a* [*CARA activity guideline*](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) *exists, ensure the minimum requirements are met.*

*Check if relevant Codes of Practice/Guidelines exist for each activity.*

*Consider any other information relevant to the safety of staff and students when conducting this activity and document below.*

***Where a CARA activity guideline does not exist:***

I have identified the hazards and risks relevant to this activity and provided information below in the respective boxes about the risk management strategies that will be implemented to ensure the safety of students and others.

Mandatory/Special Requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical Hazards in the Curriculum template](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) and attach it to this risk assessment.

Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

| Provide information about any mandatory or special requirements for each activity that is to occur: |
| --- |
| * Obtain parental/carer consent and a medical questionnaire/declaration. (Note: Students with a medical condition that may impact on their safety during participation in this activity must be cleared by a medical practitioner to participate in the activity). * Comply with the Transport Operations (Marine Safety) Regulation 2016 (Qld) and Maritime Safety Queensland requirements for licencing, registration, maintenance and safety equipment requirements (including lifejackets) for all vessels. * Establish and implement procedures for emergencies such as injury and first aid, resuscitation, communication, emergency service contact details and supervision/safety detail of students, onboard fire, rescue of a person overboard, capsizing, sinking, running aground, a collision with another boat, striking of a submerged object and separation from the group that are appropriate to the activity, location and conditions.   + Induct students & visiting staff on emergency procedures (e.g. location of lifejackets), safety procedures (e.g. signalling for assistance, avoiding moving engine parts/hot exhausts/propeller) completed before departure from Keppel Bay Marina   + Consent, licencing, registration and insurance requirements must be met and approved by the Principal, if privately owned equipment is being used or in connection with the activity (e.g. volunteer owned/operated support boats).   + Refer to the snorkelling Risk Assesment for off-site snorkelling activities.   + Ensure the school’s sun safety strategy is followed. |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| * At least one adult supervisors, one of whom is a registered teacher and NKIEEC staff member will be crew, when students & visiting staff are travelling. * Ensure adult supervisors are visible and easily identified and that all students are in sight of at least one adult supervisor (including visiting teachers) at all times. * Adult supervisors must be ready to carry out an emergency procedure.   *Medium risk level additional supervision requirements*   * When operating in smooth or partially smooth waters, **at least one** adult supervisor will have the ability to: effect the recovery of a student from the water; perform first aid and cardiopulmonary resuscitation (CPR); and operate signalling devices needed in a distress situation (including marine radio and flares).   *High risk level additional supervision requirements*   * All adult supervisors should have the ability to perfom the above procedures and be able to take control of the ship if required. |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| * An adult supervisor with competence (knowledge and skills) in power boating with current first aid qualifications including CPR and anaphylaxis training. Refer to the Anaphylaxis Guidelines for Queensland State Schools for students with known allergies, and, if relevant, your school’s Anaphylaxis Risk Management Plan. * Boating Officer with Master 5 Qualification   + A registered teacher with current first aid qualification including CPR, holding a minimum of a Recreational Marine Driver Licence (RMDL) issued by Maritime Safety Queensland (MSQ). * This may be one adult supervisor with multiple qualifications or multiple adult supervisors.   *High risk level additional requirements*   * + If the location is beyond one hour from definitive medical care, remote first aid qualifications are held by all NKIEEC staff. |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| *All risk levels*   * + - The ship will: be suitable for the activity (e.g. hygiene facilities);       * Carry first aid equipment, appropriate marine communications, minimum safety equipment and consumable items appropriate to the activity as per National Standard for Commercial Vessels C7A. See also Saftey Equipment for Boats in QLD; and have a fixed Australian Builders Plate (capacity, capability and limitations of the vessel).     - If the ship is chartered, the registered teacher must:       * Carry appropriate communications equipment; and be satisfied that the vessel is registered and is carrying the correct safety equipment and the required crew. The operator is required to have its own safety management system (SMS).     - All other Queensland regulated ships must comply with the Safety Management System Reference material and schools using their own vessel must keep documentation of all Boatsafe records as outlined in the Safety Management System Reference material.   + Consent and insurance requirements must be met and approved by the Principal, if privately owned equipment is being used. If schools are using public-access passenger transport (e.g. ferries), all vessels are covered by AMSA requirements.     - Any equipment hired for use in student instruction must have Australian Standard Certification and comply with the requirements of this schedule.   + First aid kit / Oxy Viva Resusicitation Kit and Defibrillator onboard. |

Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards).

| Provide information about:   * Hazards: | * Planned control measures: |
| --- | --- |
| *Before the activity* | |
| **Considering environmental conditions** | * Obtain advice from the local authority (Coastguard Securitie calls) about local waterway conditions and potential hazards. |
| **Accessing facilities and using equipment** | * Lifejackets must be clearly visible and readily accessible. * Check the vessel for loose equipment, sharp edges, rocking/rolling, sun-heated metal seats. * Follow appropriate procedures for handling and mixing of fuels and the the use of incendiary devices, such as flares. |
| **Managing student considerations** | * + Ensure students are briefed about the nature and purpose of the activity, potential hazards and appropriate safety procedures.   + Develop a procedure for students who may develop sea sickness.   + Consider the duration of the activity and the provisions of food and water. |
| *During the activity* | |
| **Considering environmental conditions** | * + Assess weather (Bureau of Meteorology) and environmental conditions. Cease activities when conditions tend towards unfavourable (e.g. impending storm, high wind). >35 knots   + Continually monitor the area for dangerous marine creatures (e.g. crocodiles, stingers, oysters). Immediately move the participants to a safe location if dangerous marine creatures are detected or suspected. |
| **Managing student considerations** | * Watch for signs of dehydration, heat effects, seasickness and fatigue. * Conduct checks on group numbers and maintain contact between all group members using the established communication plan. |
| *After the activity* | |
| **Accessing facilities and using equipment** | * + Switch off internal combustion engines before refuelling.   + Ensure keys and starting devices are removed when not in use, and stored in a separate locked location. |
| **Managing student considerations** | * Implement procedures (e.g roll marking mechanisms) for students leaving the location and boarding each time |

| Submitted by: | |
| --- | --- |
| Name: Eric Cech | Position: Teacher |
| Email: emcec0@eq.edu.au | |
| Signed: | Date: 02/02/2024 |

| Approval *(only required for high or extreme risk activities)* | | | |
| --- | --- | --- | --- |
|  | Approved as submitted | | |
| By: Andrew Gill | | Designation: Principal | |
| Signed: | | Date: 2/2/2024 | |
| Once approved, activity details should be entered into the *School curriculum activity register*. | | | Reference No. |

| Monitoring and Review *(to be completed during and/or after the activity.)* | **Yes** | **No** |
| --- | --- | --- |
| Have additional hazards been identified? |  | X |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |
|  | | |

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