## Sit on top kayaking NKIEEC specific

**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.

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| --- | --- |
| Activity Description: Sit on top kayaking | |
| Teachers/Leaders: Paul Kanters, Bill Bowering, Andrew Gill, Eric Chech | |
| Class groups: 6 to 12 | Number of students: 1:16 (double kayak) |
| Start date: 19/02/2020 | End date: 12/12/2020 |

*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.*

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| --- | --- | --- | --- | --- | --- |
| **Likelihood** | **Consequence** | | | | |
| 1 - Insignificant | 2 - Minor | 3 - Moderate | 4 - Major | 5 - Critical |
| 5 - Almost Certain | Medium 5 | Medium 10 | High 15 | Extreme 20 | Extreme 25 |
| 4 - Likely | Low 4 | Medium 8 | High 12 | High 16 | Extreme 20 |
| 3 - Possible | Low 3 | Medium 6 | High 9 | High 12 | High 15 |
| 2 - Unlikely | Low 2 | Low 4 | Medium 6 | Medium 8 | High 10 |
| 1 - Rare | Low 1 | Low 2 | Low 3 | Low 4 | Medium 5 |

*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: |
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|  |

*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 exists:***

I have met the minimum requirements specified in the attached CARA activity guideline/s;

*OR*

For each minimum requirement not achieved I have modified the activity or provided alternative controls to ensure an equivalent level of safety as the minimum requirements in the attached CARA activity guideline/s. Information relevant to how this will be achieved is provided below in the respective boxes.

***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: |
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Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
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| A risk analysis must be conducted for all paddling activities to determine the appropriate ratios for the group and its activity. The acceptable ratio of leader/guides to participants for conducting group kayaking activities at sea is 1:6, or 1:8 if using double kayaks.  The acceptable ratio of leader/guides to participants for conducting group kayaking activities at sea is 1:6, or 1:8 if using double kayaks.  Supervision should be increased towards a ratio of 1:2 considering the following conditions or variables:  •participants have special needs, including behavioural, physical or mental disability  •participants are primarily children  •foreseeable conditions are poor, including swell, breaking waves, spring tides and/or wind (especially if against tide)  •the water temperature is cold and may affect participants’ capabilities  •a trip is being undertaken which: ◦is along a committing shoreline  ◦is remote from observation  ◦involves unavoidable tide races or over falls  •access or egress will involve surf >1metre  Supervision may be relaxed towards a ratio of 1:10 considering the following conditions or variables:  •all participants are adults  •all participants are competent, both individually and as a group, to deal with likely problems, which may be encountered  •all participants are reliable rollers  •good weather forecast for a stable sea state with no spring tides or tidal stream  •water temperatures are warm and present little risk to participants  •the location/route is in not remote and assistance from other groups or craft is available  •the location/route is always close to an easily accessible shoreline  •the leader holds a higher qualification than required for the activity. |

Qualification Requirements

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| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| Coastal Guide or Instructor - Sit on Top Guide or Instructor Qualification |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| Refer to Paddle Australia for Guidelines  SOT kayaks are a popular choice among recreational paddlers. Recovery after a capsize is easy; right the boat and re-board. On the other hand, paddlers are more exposed to the elements and more care is needed to minimise sunburn and hypothermia.  Damaged or loose fittings and hatch covers or hull damage may allow the entry of water: these craft are not unsinkable.  Several categories exist:  •Recreational types single and double, are fairly short and wide. Being susceptible to wind, they are suitable only for flat sheltered water.  •Touring SOTs are longer and able to cope with estuary and bay conditions. They are favoured by the kayak fishing community.  •Seagoing SOTs have performance and features similar to sea kayaks but without the enclosed cockpit.  •On open water, tethers can prevent separation of craft and paddler after capsize. There is the danger of entanglement. This is true also of paddle leashes and fishing lines.  Paddles are to be appropriate for the type of craft and environment in which they are being used. Paddle selection needs to be the appropriate length, style and size for participants to enable safety and skill development.  One or more spare paddle(s) shall be carried by the group as appropriate for the activity, notably at sea and in remote areas.  Paddle Australia recommend that all participants wear an appropriate Lifejacket whose construction meets or exceeds Australian Standards for Lifejackets Level 50 or Level 50S at all times while on the water. Paddlers must also comply with local equipment regulations, which vary from State to State.  Lifejackets should be the correct size for the wearer and be adjusted correctly whilst on the water.  A whistle attached to the buoyancy aid for emergency use is recommended to enable a guide to attract attention. |

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: | | Before controls | * Planned control measures: | After controls | |
| --- | --- | --- | --- | --- | --- |
| Animal bites/diseases/ shark | | 2.5=10 | Safety boat, 2 NKIEEC staff at front and rear of group. Supervision and spotting. Stop activity if sighting of significant animal. | 1.5 =5 (8) | |
| Marine Stingers  Dangerous animals | | 3.5=15 | Adhere to the Surf Life Saving Queensland Marine Stinger Risk Management Guidelines.  Students to wear stinger suits in term 1 and term 4.  Vinegar available on Gundoo Spirit and Inflatible  Closed in shoes to be worn | 1.5=5 | |
| Biological material  Bodily fluids (e.g. blood, sweat, saliva) | | 3.5=15 | Comply with HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions and. Infection Control Guideline Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious.  Have sufficient and suitable containment material (bandages etc.) readily available. | 1.5=5 | |
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| Environmental conditions  Tides  Adverse weather  Temperature  Visibility  Sun/UV exposure  Isolation/getting lost  Depth of water  Overhanging objects | | 3.5=15 | Assess weather conditions before and during activity (e.g. temperature, storms) especially wind on open waters.  Ensure sun safety equipment is used. Ensure that students apply sunscreen every two hours.  Select appropriate route and location having regard for:   * experience of leader * number and type of craft * depth of water * tidal flow * currents * visibility * water temperature * underwater vegetation * marine life protection from watercraft.   Ensure that GPS receivers are carried as deemed appropriate for the navigational requirements of the activity, and that they are treated and/or stored in such a way as to make them water resistant.  Ensure that no single navigation system is relied upon. Where an electronic system such as a GPS is used, spare batteries and another position-fixing method should be available. | 2.5=10 | |
|  | |  | Note that the helmet must be worn when paddling water Grade Two and above, and while surfing, paddling among rocks or in sea caves. It must also be worn during rescue practice, and be securely fixed whenever it is worn. The helmet is optional for other canoeing activities.  Ratio of 1:8  The holder of this award is qualified to guide groups of novices on activity and day based based  programs on SOTs in Coastal conditions:  Outside of estuaries, embayments or other sheltering reefs or islands  Areas of exposed coastline that are simple, not involving overfalls or tidal races  Maximum of 1 nautical mile from shore  Wind conditions below Fresh Winds(17kn)  Breaking (whitecapping) waves (sea) up to 0.5m  Surf to 0.5m |  | |
| Manual handling  Lifting equipment  Manipulating/moving students | | 3.4=12 | Undertake a risk management process in order to prevent or minimise the risk of injuries caused by manual tasks.  4 students carry 1 kayak. Lift at the knees and be careful when placing down. Students briefed. | 1.4=4 | |
| Physical exertion  Strains and sprains  Cramps  Exhaustion and fatigue | | 2.4=8 | Ensure appropriate warm-up and warm-down exercises are implemented.  Ensure that paddles are appropriate for the type of craft and the build and skill levels of the participants.  Continuously monitor students for signs of fatigue and exhaustion. | 1.4=4 | |
| Students  Special needs  High risk behaviours  Medical conditions  Student numbers | | 3.3=9 | Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.  Obtain parental permission, including relevant medical information.  Where necessary, obtain advice from relevant advisory visiting teachers or specialists.  Visiting teachers bring relevant medical information.  Visiting teachers to carry medication required  • NKIEEC Liase with visiting teachers prior to camp  • Teacher discusses activity with student  • Reassures student  • Provides physical, emotional support for student (inclusion is very important)  • Challenge by choice policy  • Activity modified time/equipment, etc  When students with medical conditions are involved, ensure that relevant medical/ emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.)   Ensure there is adequate adult supervision.  Rescue boat with skipper in it. Visiting staff paddling as well as NKI staff or in support vessel | 3.2=6 | |
| Vehicles  Boats and other sea craft | | 2.5=10 | Continually assess the threat of vehicles.   Consult appropriate documents, such as zoning plans from the Department of Environment and Resource Management or other relevant authority.   Where an accompanying power craft is used, the power craft must conform to the boating regulations of Maritime Safety Queensland.  For all craft used, ensure that they:  maintain structural integrity, are in good repair and meet their intended design characteristics  are in a safe working condition and are checked before usage  provide a stable platform, allowing strokes to be performed effectively  possess the strength to withstand all foreseeable forces  don’t sink, but remain horizontal when swamped, and are useable as buoyancy for their crew  provide secure and waterproof storage  are capable of being towed by rope and grasped by hand, either through handholds or toggles, depending on the type of craft. It is recommended that handholds be rope of a minimum of six millimetres diameter. The inside diameter of hand loops should be large enough to allow a sphere or cylinder of eight centimetres diameter to pass through. If used, hand loops must not allow the full insertion of a hand  o are of a colour that is clearly visible to other water users or rescue authorities  are (apart from the cockpit), filled with buoyant material, excluding as much water as possible  have positive buoyancy at each end which may consist of:  sturdy, waterproof bulkheads, fore and aft, with watertight hatch covers  -integrated cockpits with watertight hatch covers  - fixed flotation bags  - being a ‘sit on top’ self-draining kayak.  School activity vessel is in survey driven by coxswains/bronze medallion/RMDL holder | 1.5=5 | |
| Water    Risk of drowning | |  | Ensure each student has a personal flotation device (PFD) which meets or exceeds these requirements:  construction must meet or exceed Australian Standards for Type Two (AS1499) or Type Three (AS2260)1 at all times while on the water it should be the correct size for the wearer and be adjusted correctly before getting on the water  o It is highly recommended that it be of a bright colour.  Ensure that rescue equipment is quickly and easily accessible. Paddlers should receive training in the use of any rescue equipment that they carry, and regularly practise its use.   Ensure that all leaders have an appropriate towing system easily accessible so that it can be deployed quickly when needed. Other participants may also carry towlines as appropriate for the activity and at the discretion of the leader. All towing systems must be quick-release, and should be set up so that they do not restrict the manoeuvrability of the towing boat.  Note that throw bags, 15-20 metres long, and/or a towline must be carried by all leaders on any activity involving moving water. They may also be carried by some other participants at the discretion of the leader. All participants should be trained in their use. Towlines should be used on flat and sheltered waters. It is recommended that throwlines/bags be used on moving and open waters.   Note that it is recommended that a rescue knife (safety knife) should be carried by all leaders on white water. Knives should be quickly and easily accessible, but it is generally not considered appropriate to carry them on the outside of a PFD.  Ensure that the crews stay in visual/verbal contact, act as safety observers for the canoe behind them, pass on signals, and alert the following canoe of possible danger.  Ensure that a basic repair kit is carried by all leaders and by other participants at the leader’s discretion. A roll of duct tape is considered a minimum requirement. A comprehensive group repair kit appropriate for the boats that are being used should be carried on all expeditions, particularly in remote areas.   Note that the leader should remain aware of the distance from shore as weather, wind and tide can create hazards. The activity may need to be modified or abandoned in adverse conditions.   Ensure that craft negotiate rapids one at a time. The leader should negotiate areas of moving water immediately before the students.  Leaders have attachable tow lines on jackets. Each kayak has a towline attached permanently to the bow. Leaders carry throw bags as well.  Kayakers all stay together in a group and frequently raft up for instructions |  | |
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| Submitted by: | |
| --- | --- |
| Name: Paul Kanters | Position:Teacher |
| Email: [pkant2@eq.edu.au](mailto:pkant2@eq.edu.au) | |
| Signed: | Date: 19/02/2020 |

| Approval *(only required for high or extreme risk activities)* | | | |
| --- | --- | --- | --- |
|  | Approved as submitted | | |
|  | Approved with the following conditions: | | |
|  | Not approved for the following reasons: | | |
| By: Andrew Gill | | Designation: Acting Principal | |
| Signed: | | Date: 20/02/2020 | |
| 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** |
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| Have additional hazards been identified? |  |  |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |
| Details: | | |

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