## Outrigging

**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: Students to use outriggers to paddle to Consodine Beach, Conical Island, Maizie Bay | |
| Teachers/Leaders: Andrew Gill, Paul Kanters,Mia Kitchner, Eric Cech, Cathy Capearn | |
| Class groups: | Number of students: 15 **1 Guide: 1Vessel** |
| Start date: 07/0/2024 | 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: |
| --- |
| *minimum adult supervision required will depend on the nature of the activity, individual needs, number of students, environment etc.*  *If the activity is to be conducted by external leaders, obtain a copy of relevant qualifications and risk management information.* |

*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: |
| --- |
| **Mandatory requirements**  *Mandatory requirements must be met for the activity to be conducted.*   Undertake a process to confirm student water safety and aquatic ability  prior to participating in the activity. (Afternoon swim)   Follow guidelines/codes of practice published by Queensland Adventure Activity Standards and the  Paddle Australia – Safety Guidelines.   Obtain parent/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).   Establish and implement procedures appropriate to the activity, location and conditions. This must  include, but is not limited to: safety; emergencies (e.g. separation, injury, first aid); resuscitation;  communication (e.g. assistance, emergency services, parent notification); and supervision.  - basic preliminary training before participating in on-water activities (for example Collision Regulations,  craft handling, communications);  - the route, area and scope of the activity, and notice of any dangers from other sources.   Wear personal flotation devices (PFD) that comply with Australian Standards and are  appropriate to the conditions.   Follow the school’s sun safety strategy. |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| 1 guide per vessel plus Gundoo Spirit or Hot Dog support |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| Level 1 – Outrigger Coach  Bronze Medallion  Remote area First Aid First Aid |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| Sun safety equipment if outdoors (hat, sunscreen, shirt, shade etc)  Drinking water (students should not share drinking containers)  Suitable personal protective equipment to be used  All equipment and facilities comply with relevant safety standards |

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: |
| --- | --- |
| Medical conditions  Special needs  High-risk behaviours | Obtain parental permission, including relevant medical information.  When students with medical conditions are involved, ensure that relevant medical/ emergency plans and medications are readily available (i.e. insulin, Ventolin, EpiPen, etc).  Where necessary, obtain advice from relevant Advisory Visiting Teachers or specialist Teachers.  Refer to relevant student management/behaviour plans, or other student records.  Provide additional supervision.  Visiting teachers bring relevant medical information.  Visiting teachers to carry medication required  • KIEEC 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 |
| **Physical Contact**  with:  - other people  - flying objects  - hard surfaces | * Instruction in rules, safety procedures and prerequisite skills before participation in the activity. * Protective equipment is used where required.   Briefing for the operation of an outrigger at start of lesson.   * Paddling techniques/skills * Safety Signals * Entry/Exit procedures * PPE Requirements (wet shoes, Stinger suit, sun safety) * Person/object overboard * Plan or Path – Direction of travel * Origins/History   All students or adults in outriggers to wear PFD and wet shoes at all times |
| **Physical Exertion**  Strains  Sprains  Fatigue and exhaustion | * Appropriate warm-up and warm-down activities. * Progressive and sequential skills development. * First Aid equipment available - e.g. ice packs, water. * Continuously monitor students for signs of fatigue and exhaustion. * Warm up stretches before paddling * Students paddle as a group around Moke Point (rest) continue to Consodine * NKI staff carry first aid kits in each outrigger * Sufficient rest times in outriggers |
| **Infection Control**  Body Fluids  (e.g. Blood, saliva)  Hygiene  Food handling | * Comply with Infection Control Guideline * Be prepared to deal with student injuries/accidents involving bodily fluids that are possible given the nature of the activity and students. * Establish processes to maintain safe hygiene standards. |
| **Environmental**  Sun safety  Weather conditions (e.g. storms, wind)  Site hazards  (e.g. isolation, heights, fauna, flora, noise, deep water)  Vehicles | * Adopt sun-safe strategies * Schedule activity early morning/late afternoon * Activity to be carried out under cover * Hats, sun-smart clothing, sunscreen * Monitor weather conditions - prepare contingency plan * Check site for hazards and implement controls as necessary * Check site for poisonous plants/dangerous animals * Establish safe, designated areas for people and vehicles   • Sunscreen on face, neck and ears  • All students carry personal water (More available on Safety boat)  \* KIEEC provides sunscreen if required  Location weather dependent.  - >33 knots activity cancelled.  -25 knots. Judgement used.  - Lightning storm then outrigging is cancelled (see below)  - Rain visibility to be discussed with teacher, BO and USO.  - Less then 200m visibility outrigging is cancelled  - Cold water – paddlers to be dressed in wetsuits  - length of session reduced and monitored  - shivering/blue lipped students removed to shelter by rescue boat  - Visual scan before entering water  AOCRA (Certificate company)  - No Outriggers are permitted in the *open ocean* when wind speed is over 25 knots.  <https://aocra.com.au/uploads/AOCRA%20By-Law%2013%20Member%20Protection%20%26%20Risk%20Management%20Policy.pdf> |
| **Lightning Storms** | * Do not go out onto the water if lightning conditions prevail. * Watch for the development of large well defined rising cumulus clouds. As the clouds become darker and more anvil shaped, the thunderstorm is already in progress. * Watch for distant lightning, listen for thunder. Take shelter when you can count 15 seconds or less between the lightning and thunder. * If on the water at the time of a lightning storm, head for shore immediately. Paddlers should avoid immersing their hands in the water.   <https://aocra.com.au/uploads/AOCRA%20By-Law%2013%20Member%20Protection%20%26%20Risk%20Management%20Policy.pdf> |
| **Equipment / Materials**  **Hazardous substances**  **Sharp implements** | Provide complete safety instructions on the use of all equipment  Establish safety zones for use of equipment (tractor/safety boat use) |
| **Drowning** | Students wear PFD’s and are checked by KIEEC staff to ensure they are correctly fastened.  - Students are told about entanglement  - Inflatable or Gundoo Spirit available for quick rescue.  - Oxygen available on Gundoo Spirit |
| **Stingers, lice** | - Lesson area is scanned for harmful marine creatures excessive stingers/lice may result in lesson cancellation.  - Stinger suits / wetsuits to be worn completely if swimming. |
| **Crush Injury** | - Provision of experienced steering paddlers, NKI staff  - In any close manoeuvre students instructed to keep hands up away from the sides of the outrigger. |
| **Student being knocked over either launching or returning to the beach.** | - Launch and returning procedures and positions discussed in briefing  - Leader to ensure that outrigger does not become parallel to beach when students are entering or exiting. |
| **Shark attack** | - All groups are monitored once in the water. Murky waters and or overcast conditions may result in lesson cancellation.  - Inflatable/Gundoo Spirit available to scare sharks off  - All students to remain in outrigger |
| **Being struck by a paddle** | - All students are briefed on appropriate paddling techniques in briefing  - Staff have canoeing experience and outrigging experience |
| **Other Vessels** | - Outriggers are 15m long brightly coloured  - Safety boat also brightly coloured  - USO/BO aware with radio contact |
| **Movement of outriggers into and out of the water via tractor/trailer** | - Students are made aware of tractor movements and guided/supervised by visiting staff or KI teacher in an area well clear of the tractor and trailer  - BO/USO to lead loading and unloading of trailer with an KI teacher leading and supervising student helpers and visiting adults  - Any student helpers are out of water until advised to enter. Always under direct supervision of the NKI teacher |
| **Child falls into water** | - Students all wear PFD2  - Students instructed not to stand in canoe  - NKIEEC teacher gives a detailed safety brief |
| **State of Outrigging Equipment**  **- Paddles**  **- Lashings**  **- Seats**  **- Hull edges**  **- Outriggers**  **Provision of bailers** | - All outriggers and equipment to be visually checked before outrigging session by BO/USO  - Teacher to report any problems or exclude certain equipment for disposal/fixing. |

| Submitted by: | |
| --- | --- |
| Name: Paul Kanters | Position: Teacher |
| Email: [pkant2@eq.edu.au](mailto:pkant2@eq.edu.au) | |
| Signed: | Date: 01/2/24 |

| Approval *(only required for high or extreme risk activities)* | | | |
| --- | --- | --- | --- |
|  | Approved as submitted | | |
| By: Andrew Gill | | Designation: Principal | |
| Signed: | | Date: 01/2/24 | |
| 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? |  |  |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |

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