## Raft Launching

**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 build rafts using timber, ropes, barrels, PVC pipe and tyres. Rafts are then floated off Reef Beach and paddled to Sandy Beach | |
| Teachers/Leaders: Andrew Gill, Eric Cech, Mia Kitchener, Paul Kanters, Cary Caparn | |
| Class groups: |  |
| 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.*

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| --- | --- | --- | --- | --- | --- |
| **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: |
| --- |
| * The 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: |
| --- |
| * Inflatable boat available with Boating Officer and someone who can effect a recovery from the water. |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
|  |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| * SISCAQU202A Perform basic water rescues |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| * VHF Radios * Safety Boat * 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 * Stinger suit / wet suit. * Closed in shoes |

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: |
| --- | --- |
| **Students**  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).  Refer to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents.  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  • 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. * Safety briefing given at beginning of the lesson. * Safety briefing given before entering the water. * All students on rafts to wear PFD Level 50 and closed in shoes |
| **Physical Exertion**  Strains  Sprains  Fatigue and exhaustion | * Progressive and sequential skills development. * First Aid equipment available - e.g. ice packs, water. * Continuously monitor students for signs of fatigue and exhaustion. * Stretches before entering water * Students briefed and demonstrate correct paddling technique * First aid kit in inflatible * Stop for a rest at the spit |
| **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 e.g.   * Schedule activity early morning/late afternoon * Activity to be carried out under cover / shade (build) * 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   Sun-safe clothing is insisted upon   * Sunscreen on face, neck and ears * KIEEC provides sunscreen if required * Beach conditions are assessed by KI staff and safest area is chosen * Students are instructed of hand and whistle signals as well as boundaries before entering water * Teacher/USO/BO discuss route to be taken and discuss conditions before entering * Tow raft out of strong current (Spit) * BO to monitor path of rafts * BO to determine if current is strong and advise KIEEC teacher * Teacher BO to determine location for rafting away from prevailing winds * If no easily accessible location is available, then rafting is cancelled and Dam may be an option * See Weather Conditions (Below) |
| **Equipment / Materials**  Hazardous substances  Sharp implements  High risk plant / tools / equipment  Electricity  Props, stages, lights etc. | * Provide complete safety instructions on the use of all equipment * Establish safety zones for use of equipment * Briefing at beginning of activity * Non rafting students to be out of the water walking on the beach inline with their rafts |
| **Drowning** | * Students wear PFD’s and are checked by KIEEC staff to ensure they are correctly fastened. * Students are told about entanglement * One KIEEC staff member to be in the water with visiting staff, 1 visiting staff on the beach and 1 KI or visiting staff in inflatable with BO/USO for quick rescue. |
| **Falling/Trapped in raft** | * KIEEC staff guide and check knots before allowing the raft to enter the water. * One NKI staff member to be in the water with visiting staff, 1 visiting staff on the beach and 1 KIEEC/visiting staff in Hotdog/Mustard with BO /USO for quick rescue. |
| **Stingers, lice** | * Lesson area is scanned for harmful marine creatures excessive stingers/lice may result in lesson cancellation. * Stinger suits worn in term 1 and term 4 * Vinegar available in blue containers on beach and in inflatable vessel |
| **Shark attack** | * All groups are carefully monitored once in the water. Murky waters and or overcast conditions may result in lesson cancellation. |
| **Being struck by a paddle** | * + All students are briefed on appropriate paddling techniques * Staff have canoeing experience and outrigging experience |
| **Construction injuries eg. Rope burn, sand in eyes.** | * Students are briefed on appropriate equipment usage and care during craft construction. The brief should include rope burns, sand flicking etc |
| **State of Rafting Equipment**  **-Paddles, lashings, seating platform, hull edges, inner tubes.** | * All equipment to be visually checked before rafting session by BO/USO * Teacher to report any problems or exclude certain equipment for disposal * Students to transfer to rescue boat if raft is unsuitable. |
| **Weather Conditions**  **(Additional)** | * Lightning storm then rafting is cancelled * Rain visibility to be discussed with teacher, BO and USO. * Less then 200m rafting is cancelled * Cold water – paddlers to be dressed in wetsuits * length of session reduced and monitored * shivering/blue lipped students removed to |

| 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? |  |  |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |

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