

Curriculum activity risk assessment

Kayaking, Open Seas and Oceans (Level 4)

clever • skilled • creative

Activity scope

This document relates to student participation in Kayaking as a curriculum activity. It includes kayaking under bay, sea or ocean conditions where any of the following apply:

- an area that requires surf entry or exit where normal surf conditions exist
- an area in the entrance structure to an estuary or embayment
- an area of sea or ocean where swell exists
- documented tidal rips or currents greater than one knot
- any area where tidal rise or fall is sufficient to remove a landing area or makes it unsuitable
- distances greater than 100 metres from the landing area
- fetch greater than eight nautical miles.



Kayak refers to any other topped, narrow-beamed vessel that floats and is propelled by a double-bladed paddle. Canoes are not vessels suitable for use under the conditions outlined above.

It is highly recommended to refer to the [Queensland Adventure Activity Standards](#) when planning this activity.

Risk level

This document is a guideline, the actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?

| Inherent risk level | | Action required/approval |
|--------------------------|----------------|--|
| <input type="checkbox"/> | Extreme | <p>High chance of a serious incident resulting in highly debilitating injury.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consider conducting an alternative activity. <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed. <input checked="" type="checkbox"/> Principal approval prior to conducting this activity is required. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>. <input checked="" type="checkbox"/> Parental permission must be obtained for student participation. |

| | | |
|-----------------------|--------------|------------------------------|
| Teachers/leaders: | | |
| Activity description: | | |
| Start date: | Finish date: | No. of students (approx.): |
| Class groups: | | Supervision ratio (approx.): |

Listed below are the minimum recommendations for this type of activity. For any items checked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

| Minimum supervision | |
|---|--|
| <p>Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. Blue Card requirements must be adhered to.</p> | |
| <p><input type="checkbox"/> Registered teacher with minimum qualifications as outlined below OR <input type="checkbox"/> An adult with minimum qualifications as outlined below, in the presence of a registered teacher.</p> | |
| <p>When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgment may dictate smaller or larger numbers of participants per leader.</p> <p>Several variables can affect this decision, including but not limited to:</p> <ul style="list-style-type: none"> • outcomes of the risk management process • the leaders' experience • participants' expected capabilities (i.e. experience, competence, fitness) • conditions (environment, weather) • planned duration of the activity • number of participants and optimum group size • remoteness of the activity • suitability and availability of equipment • likelihood of the leader becoming incapacitated or separated from participants • the grading of rapids. | |
| Further information: | |

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel
- OR**
- Remote Area first aid if operating more than one hour away from emergency services.

- [Blue Card](#) requirements met.

Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements of the specific circumstances being addressed

For a registered teacher:

- A statement of attainment from a Registered Training Organisation covering the following units of competence:
- SISONAV201A Demonstrate navigation skills in a controlled environment
 - SISOKYS302A Demonstrate sea kayaking skills
 - SISOCNE202A Perform deep water rescues
 - SISOKYS303A Guide sea kayaking trips in easy to moderate conditions
 - SISOKYS304A Demonstrate sea kayaking skills in moderate conditions to difficult conditions
 - SISOKYS406A Plan and navigate a sea kayaking inshore passage
- OR**
- Certificate IV in Sport, Outdoor or Community Recreation or higher, with specialisation in sea kayaking guide from a Registered Training Organisation
- OR**
- A statement of attainment for a nationally recognised course in sea kayaking guide from a Registered Training Organisation
- OR**
- Registered leader of sea kayaking from the [National Outdoor Leader Registration Scheme](#)
- OR**
- Nationally recognised sea kayaking guide award from [Australian Canoeing](#).

For a leader other than a registered teacher:

- A statement of attainment for a nationally recognised course in sea kayaking guide from a Registered Training Organisation
- OR**
- Certificate IV in Sport, Outdoor or Community Recreation or higher, with specialisation in sea kayaking guide
- OR**
- Registered leader at Sea Guide level from the [National Outdoor Leader Registration Scheme](#)
- OR**
- Nationally recognised sea kayaking guide award from [Australian Canoeing](#).

| Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i> | Yes | No |
|---|--------------------------|--------------------------|
| <p>A route card should be left with a responsible adult not involved in the activity, e.g. local police, park ranger or Principal. It should include:</p> <ul style="list-style-type: none"> • an outline of the route to be followed • the number and names of party • the estimated time of departure and estimated time of arrival of the party • a contact person (e.g. Principal) in the case of emergency • alternative routes/tracks. | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergency management plan | <input type="checkbox"/> | <input type="checkbox"/> |
| Sea-worthy craft | <input type="checkbox"/> | <input type="checkbox"/> |
| Further information: | | |

| Governing bodies/associations <i>If 'No' is ticked, provide further information.</i> | Yes | No |
|--|--------------------------|--------------------------|
| <p>Guidelines/codes of practice are established for this activity. These should be considered during the planning and performance of this activity. Please refer to the following in the Important links section on the last page:</p> <ul style="list-style-type: none"> • Australian Canoeing Safety Code • Risk Management and Safety • Australian Canoeing – Safety Guidelines • Queensland Adventure Activity Standards • Safety in Recreational Water Activities Bill 2011 (Qld). | <input type="checkbox"/> | <input type="checkbox"/> |
| Further information: | | |

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

| Hazards/risks | Control measures | Yes | No | Implementation plan/ Additional controls |
|---|--|--------------------------|--------------------------|---|
| Animal bites/ diseases <ul style="list-style-type: none"> • Marine stingers • Dangerous animals | <ul style="list-style-type: none"> • Adhere to the Surf Life Saving Queensland Marine Stinger Risk Management Guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Biological material <ul style="list-style-type: none"> • Bodily fluids (e.g. blood, sweat, saliva) | <ul style="list-style-type: none"> • 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. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Environmental conditions <ul style="list-style-type: none"> • Tides • Adverse weather • Temperature • Visibility • Sun/UV exposure • Isolation/getting lost • Depth of water • Overhanging objects | <ul style="list-style-type: none"> • Assess weather conditions before and during activity (e.g. temperature, storms) especially wind on open water. • 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. | <input type="checkbox"/> | <input type="checkbox"/> | |

| Hazards/risks | Control measures | Yes | No | Implementation plan/ Additional controls |
|--|---|--------------------------|--------------------------|---|
| Manual handling <ul style="list-style-type: none"> • Lifting equipment • Manipulating/moving students | <ul style="list-style-type: none"> • Undertake a risk management process in order to prevent or minimise the risk of injuries caused by manual tasks. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue | <ul style="list-style-type: none"> • Ensure appropriate warm-up and warm-down exercises are implemented. • Continuously monitor students for signs of fatigue and exhaustion. • Ensure that paddles are appropriate for the type of craft and the build and skill levels of the participants. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Students <ul style="list-style-type: none"> • Special needs • High risk behaviours • Medical conditions • Student numbers | <ul style="list-style-type: none"> • 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 (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. • Ensure there is adequate adult supervision. • Jewellery can be a serious hazard when undertaking many activities. All forms of jewellery should be considered in terms of the risk it presents for each activity. Procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery accordingly. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Vehicles <ul style="list-style-type: none"> • Boats and other sea craft | <ul style="list-style-type: none"> • Consult appropriate documents, such as zoning plans produced by the Department of Environment and Resource Management or other relevant authority. | <input type="checkbox"/> | <input type="checkbox"/> | |

Additional control measures

These would relate to the specific student needs, location and conditions in which you are conducting your activity.

| Hazards/risks | Control measures |
|---------------|------------------|
| | |

| | |
|---|--------------|
| Submitted by: | Date: |
| List the names of those who were involved in the preparation of this risk assessment. | |

| Approval | |
|--|---|
| <input type="checkbox"/> | Approved as submitted. |
| <input type="checkbox"/> | Approved with the following condition(s): |
| <input type="checkbox"/> | Not approved for the following reason(s): |
| By: | Designation: |
| Signed: | Date: |
| Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff. | Reference no. |

| Monitor and review <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i> | Yes | No |
|---|--------------------------|--------------------------|
| Are the control measures still effective? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have there been any changes? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are further actions required? | <input type="checkbox"/> | <input type="checkbox"/> |
| Details: | | |

Important links

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety incident recording and notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- Australian Canoeing
<http://www.canoe.org.au/>
- Australian Canoeing – Safety Guidelines
http://canoe.org.au/site/canoeing/ac/downloads/Education/Safety/Safety_Guidelines_20110323_print.pdf
- Australian Canoeing Safety Code
<http://www.canoe.org.au/?Page=2267&MenuID=Education%2F99%2F7292%2F%2CRisk%5FManagement%5Fand%5FSafety%2F196%2F5275%2F>
- Risk Management and Safety
http://www.canoe.org.au/default.asp?MenuID=Education/99/7292/,Risk_Management_and_Safety/196/5275/
- Surf Life Saving Queensland Marine Stinger Risk Management Guidelines
<http://www.thesurfclub.com.au/slsc/documents/MarineStingerRiskManagement23-08-08FINAL.pdf>
- Department of Environment and Resource Management
<http://www.derm.qld.gov.au/>
- Queensland Adventure Activity Standards
http://www.qorf.org.au/01_cms/details.asp?ID=1048
- Guidelines for Managing Risks in Recreational Water
http://www.nhmrc.gov.au/files_nhmrc/file/publications/synopses/eh38.pdf
- *Safety in Recreational Water Activities Bill 2011*
<http://www.legislation.qld.gov.au/Bills/53PDF/2011/SafeRecWAB11.pdf>

Glossary and other information

Canoe

A canoe is designed so that, with a normal load, freeboard exceeds draft, when the canoe is operating in varying water conditions.

Draft

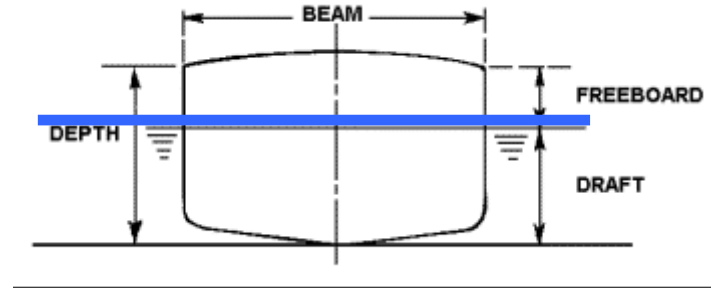
Draft is the vertical distance between the waterline and the bottom of the hull.

Fetch

The fetch is the distance over which the wind blows.

Freeboard

Freeboard is the height of a vessel's deck above the water level.



Kayak

A kayak is designed so that, with a normal load, the amount of freeboard is not critical to safe operation, when the kayak is operating in varying water conditions.

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012: Managing Risks in School Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Management Guidelines](#).

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.