SCHOOL CAMPS AND EXCURSIONS
GUIDELINES FOR CATHOLIC SCHOOLS
SCHOOL CAMPS AND ESCURSIONS

GUIDELINES FOR CATHOLIC SCHOOLS

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CATHOLIC EDUCATION COMMISSION OF WESTERN AUSTRALIA
Policy Statement-(6,7),(996,987) School Camps and Excursions

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START (School Teacher Aquatic Resuscitation Training)
The Royal Life Saving Society Australia
Surf Life Saving Western Australia
RATIONALE

The church speaks of Catholic schools as aiming to foster the integration of faith and life, and the integration of culture and faith. These aims underpin every activity of the Catholic school life and curriculum. (Mandate Letter, 11-17)

School camps and excursions are conducted as either an integral or an incidental part of the educational program of the school.

DEFINITIONS

“School camps and excursions” are defined as activities generally conducted away from the school campus for educational and/or religious purposes. In special circumstances, a camp or excursion could take place at a school campus. “Camps” would normally involve an overnight stay whereas “excursions” would normally involve single-day trips.

“Educational programs” shall be defined by the School Education Act (1999) Clause 4 Definitions, ‘educational program’

“Integral” to the educational program shall mean a component that is compulsory for all students (eg a class/year level Retreat).

“Incidental’ to the educational program shall mean a component that is optional for students (A voluntary overseas excursion).

PRINCIPLES

1. School camps and excursions are part of the educational program offered by the school

2. The Principal shall ensure that maximum emphasis is placed on the safety and wellbeing of all the participants. Child Protection procedures shall be known to all staff. Students will be advised of developmentally appropriate, personal safety strategies.

3. School camps and excursions are to be regarded as an extension of the school. The same code of conduct expected during school hours is expected of all students, staff and supervisors for the duration of the camp or excursion. Pastoral care systems shall be in place to support the needs of all students.

4. A duty of care exists at all time, as a teacher/student relationship exists throughout the camp or excursion.

5. The Principal, in planning school camps and excursions, shall consider the need of students and their families.

6. Behaviour Management, Bullying and Harassment, Child Protection and other school policies and processes shall continue to be applicable. Appropriate
modifications shall be made to the consequences for unacceptable behaviour and staff, students and families shall be advised of these prior to the camp or excursion.

7. The Principal shall consider the financial burden on families of sending student to camp or excursions. Provision shall be made by the school so that no student is prevented from attending camps or excursions that are an integral part of the educational program, on financial grounds.

8. Staff shall ensure that appropriate prayer/liturgical experiences form an integral part of the camp or excursion program.

9. On interstate or overseas excursions, staff shall be apprised of and shall follow any local mandatory reporting requirements in relation to Child Protection.

PROCEDURES

1. Each school shall have its own camp and excursion policy that is compatible with this policy statement. The school policy shall also make reference to and comply with the *School Camps and Excursions- Guidelines for Catholic Schools*.

2. The Principal shall approve all school camps and excursions.

3. Students shall not be allowed to attend a school camp or excursion unless written permission is granted by the parent. The permission note shall outline details such as the method of transport and the activities to be undertaken.

Note: It is recognised that boarding schools have different operational requirements when notifying parents of camps and excursions.

4. School camps and excursions form part of a school’s curriculum program and therefore shall normally be attended by students. Where parents have any issues regarding the attendance of their child/children on school camps or excursions these issues shall be discussed with the Principal or the Principal’s delegate. Care shall be taken to protect the right of parents to decide whether or not to send their children to school camps.

5. Where a student does not attend a school camp or excursion the school shall provide an alternative educational program.

6. Planning for school camps and excursions shall be in accordance with the *School Camps and Excursions- Guidelines for Catholic Schools, and cover*:

   - The medical requirements of participants
   - The student to adult ratio
   - the medical kit required and the first aid qualifications of staff in attendance
   - the duty of care of staff, including a ban on intoxicating substances
   - appropriate CrimTrac 100 Point Check Police Clearance for supervisors and volunteers
   - insurance cover
   - transport arrangements, including drivers’ licences.

7. At the conclusion of the camp a written report shall be submitted by the teacher in charge to the Principal. The report shall cover:

   - the adequacy of the camp site
• recommendation for the future use of the camp site
• the overall management of the camp
• any injuries that occurred
• the achievement or otherwise of the objectives of the camp
• other information relating to specific incidents on the camp
• any other information which may assist in the planning of future camps.

8. When, during the course of an excursion:

• a student suffered an injury
• experience ill health
• or where an incident related to student discipline, safety, or any serious consequence occurred

a report shall be submitted to the Principal by the teacher-in-charge of the excursion.
INTRODUCTION
1. INTRODUCTION

1.1 CAMPS AND EXCURSIONS

School camps and excursions are a part of school life that enhances the educational program offered by Catholic schools. Thorough planning and preparation is essential to ensure the safety of students and staff during the course of such activities.

To assist schools with the planning and preparation of camps and excursions this document *Camps and Excursions, Guidelines for Catholic Schools* has been developed to assist in this process.

*Schools must follow the procedures in Section 2.2 (page5) when organising a camp or excursion.*

1.2 RISK MANAGEMENT APPROACH

In most circumstances aquatic activities require a higher degree of prior risk management assessment than many other physical education or outdoor and off-site learning activities. Risk management is a process of identifying the potential risks a particular activity presents to students and teachers.

The identified risks need to be analysed by combining estimates of likelihood and consequence relative to existing control measure. This produces a level of risk and a context for the development of appropriate counter-measures which will enter eliminate the risk of control the risk to an acceptable level.

An example is illustrated below:

**EXAMPLE ONE**

A Year 3 class is attending a picnic by the river; the prime activity is the picnic. A secondary possibility, amongst several others, is that, if not adequately supervised, the children may enter the river. The teachers clearly have a duty to take all reasonable steps to ensure that the children do not enter the water, as they also have a duty to ensure that students do not stray onto the road and are not run over by a vehicle.

The risk is high and therefore appropriate planning and procedures are undertaken. Safeguards are implemented, such as all staff are briefed and all students reminded of the potential hazards both at school prior to departure and on arrival at the site. The teachers will have identified students who may need further reminders.

Checklists are compiled by teachers and the Principal and the emergency procedure is explained prior to the group departing on the excursion. On arrival at the site hazards are identified and boundaries for students are clearly defined.

Site for water-based activities range from high risk areas such as surf beaches, rapidly moving rivers with rapids, constricted or funnelling water etc ranging downwards to park ponds, small artificial
pools etc. The range and type of activities involving water are equally numerous. An illustration of the extent of school based aquatic activities is listed below and is by no means exhaustive:

- Swimming and water safety instructions eg in-term swimming lessons
- Competitive swimming eg carnivals (intraschool and interschool), beach and surf activities, triathlon
- Outdoor pursuits/physical recreation and sport eg water polo, wave/surf skiing, surfboard riding, lifesaving classes, triathlon.
- Outdoor education expeditions using an aquatic-based mode of transport eg canoeing, sailing and hiking, including water based activities.
- Excursions including celebrations and end of year reward days eg school picnics, biology excursions to Rottnest Island.

The emphasis should be on thorough risk management planning (site specific and activity specific) before approving and conducting the activity. All activities carry different levels of risk. The level of risk will change as any of the elements of the activity change; that means changes to the environment, equipment, student ability, or teacher capacity etc.

1.3 RISK ASSESSMENT

The swimming ability of the student in the class is a major factor when determining the duty of care responsibilities that teachers must afford their students in aquatic activities. It is reasonable that an assessment of student swimming ability should be made as close to the commencement of the activity as possible. Revisions of the assessment would be necessary if any circumstances surrounding the activity were to change. For example, the type of condition of the water based environment changed, or the medical fitness, or preparedness of the child to undertake the activity changed.

It is important that provision is made for the safe participation of all class member, particularly in regard to the students’ swimming ability as determined by the teacher/assisting adult instructor.

This may involve:

- Additional close supervision, restricting them to the shallow water only
- Restricting them to areas alongside the edge of the water
- Implementing a ‘buddy’ system (ie pairing or grouping students)
- Using buoyancy devices
- Using ropes, poles or other objects to act as a safety device etc.

1.4 ASSESSING STUDENT CAPABILITIES

The Royal Life Saving Society has developed the Swimming and Water Safety Framework which provides a basis for developing, providing or selecting an appropriate aquatic program/activity.

The framework standards have been aligned to years of schooling as a guide to teachers for the provision of aquatic experiences. The Society recognises that at any point in a child’s water safety
and swimming education they may be achieving above or below the appropriate year standard. An individual with limited experience is not expected to perform at the relevant standard. However, the framework sets out a skill based continuum from which an individual’s progression in swimming and water safety may be mapped and planned.

1.5 QUALIFICATIONS

The Principal is responsible for ensuring that teacher(s)/assisting adult(s)/instructor(s) involved in the supervision of any aquatic activity must be able to demonstrate appropriate skills and abilities in that environment and in the use of necessary equipment to effect the rescue of student(s). At least one teacher/assisting adult(s)/instructor supervising aquatic activities must hold one of the following accreditations:

- START (Start Teacher Aquatic Resuscitation Training)
- The Royal Life Saving Society- Bronze Medallion and/or

All aquatic activities are to be conducted in accordance with guidelines outlined later in this document.

A detailed synopsis of the accreditations available, along with contact names of the service providers, can be located later in this document.

1.6 TEACHER/ASSISTING ADULT/INSTRUCTOR: STUDENT RATIO

The ratio of students to the number of supervising personnel will be determined based on a number of criteria that is discussed in greater detail in this document.

The teacher/assisting adult/instructor ratio to students stated throughout this document are a guide to staff when undertaking such activities while considering the associated risk involved with the activity.

It should be noted that assisting adults and instructors who have attained the Royal Life Saving-Bronze Medallion or the Surf Life Saving-Surf Rescue Certificate are able to assist teaching staff in the supervision of students. While the overall duty of care to supervise remains with the teaching staff, assisting adults and instructors with these accreditations may be utilised to assist teaching staff to supervise and provide advice and expertise during aquatic activities.

Recommended accredited teacher/assisting adult/instructor: student ratios for particular aquatic environments are:

- Open Water Environment (seaside venue, flowing river, beach/surf venues) up to 1:8
- Primary students (4-12 years approximately) up to 1:12
- Secondary students (13-18 years approximately) up to 1:12
- Closed water environment (swimming pools, sheltered coastal or river venues) up to 1:32.
Recommended teacher: student ratios for particular aquatic activities are:

- Swimming and Water Safety instruction (in-term swimming lessons) up to 1:16 for primary school students and up to 1:32 for secondary school students
- Competitive swimming (carnivals intra and interschool, triathlon) up to 1:32
- Outdoor pursuits/physical recreation and sport (water polo, wave skiing, surfboard riding, lifesaving classes) up to 1:12
- Outdoor education (expeditions using an aquatic-based mode of transport eg canoeing, sailing) refer to Section 2 for teacher: pupil ratios for specific activities
- Excursions (including celebrations and end-of-year reward days, school picnics, biology excursion to Rottnest Island) up to 1:12

1.7 EMERGENCY RESPONSE PLAN
The teacher-in-charge must provide copies of an emergency response plan, including a communications strategy to the Principal with copies given to other supervising adults involved in the excursion.

Note: This could range from a simple list of emergency telephone contacts and a mobile phone with a spare battery taken by a teacher(s) to sophisticated and detailed actions logged with the WA Police Service, Conservation and Land Management Rangers (CALM).

1.8 OTHER ADVICE

- Always have an emergency plan (including a vehicle location and mobile phone available, or knowledge of the location of the nearest phone) for all excursions.
- Ensure that a teacher/adult supervisor with rescue and resuscitation experience is on hand to react to any emergency situation within sight of all students in the water.
- Set boundaries and limitations that clearly defines the swimming area. Note: The whole swimming area must be a full view of the supervising adults.
- Venues for swimming must be checked for suitability prior to the activity being undertaken.
- The leader must have a list of all students taking part in the activity and knowledge of all medical conditions relating to the abilities of individual students.

The Royal Life Saving Society has developed a Multi-Point Checklist. It contains questions relating to particular aspects of safety that are particularly relevant. Teachers are encourages to utilise the checklist as a tool to assist in program planning.

1.9 EMERGENCIES

Because of the risks inherent in aquatic activities, the teacher-in-charge of the group should devise a suitable emergency procedure that will ensure access to emergency support without compromising the duty of care to the group or a casualty. The Principal should ensure that all teaching and supervising staff understand the Emergency Plan and if appropriate, the need for effective communication with the Emergency Services.

A ‘good rule of thumb’ is that emergency assistance should not be more than one hour away. Beyond that parameter, the Principal needs to make clear informed decisions, within a risk management framework
DUTY OF CARE
2. DUTY OF CARE FOR STUDENTS
WHilst ON CAMP OR AN EXCURSION

2.1 INTRODUCTION

The overall responsibility for the safety of students attending any school based camp, excursion or out of school learning placement lies with the Principal of the school. However, the responsibility for the welfare and safety of students is a shared responsibility with the teaching staff while the teacher/staff relationship exists.

When a decision has been made to take students on a camp, excursion, or a student is to participate in an out of school learning experience, these guidelines shall be followed.

2.2 PROCEDURES FOR CAMPS AND EXCURSIONS

The Principal shall designate and authorise a teacher to be in charge of a camp or excursion and approve the management plan for a camp or excursion (the teacher-in-charge).

Where relevant the teacher-in-charge shall contact the Department of Conservation and Land Management, the Surf Life Saving Association and the Royal Life Saving Society and prepare a Camp/Excursion Management Plan in accordance with these guidelines for the proposed camp/excursion which will provide an account of:

1. Risks relevant to the:
   - Environment and accommodation
   - Transport arrangements
   - Capacity of students in relation to activities
   - Capabilities of assisting adults
   - Involvement of external providers
   - Medical needs of individuals
2. Supervision strategies
3. Means of identifying excursion participants, especially those with health conditions and physical disabilities who lack the strength and ability to swim strongly.
4. Information to be provided to parents/guardians for their consent.
5. Communication strategies
6. Emergency response planning including practical and detailed steps for dealing with emergencies in the water, as well as the means of ready communication with emergency services.
7. Details for flotation equipment such as rescue tubes, rescue boards and the like, be provided for active supervision in the water and for use in providing help or rescue.
8. Medical action plans and service.

The designated teacher-in-charge shall complete the checklist at Appendix A and submit it to the Principal for endorsement.

The Camp/Excursion Management Plan shall be provided to all teachers/volunteers attending the camp/excursion.
2.3 CAMP/EXCURSION MANAGEMENT PLAN

RISK MANAGEMENT

In the Camp/Excursion Management Plan, the teacher-in-charge shall conduct risk analysis of the:

- Environment
- Transport arrangements
- Level of each student’s capacity in relation to activities to be conducted
- Capabilities of the assisting adults
- Involvement of external providers
- Medical services and contact points

THE ENVIRONMENT/ACCOMMODATION

The teacher-in-charge shall determine the suitability of the venue relative to the students’ skills and experience, the planned activities and the supervision required.

The venue should have as a minimum:

- Installed and operating smoke detectors
- Well maintained and sufficient toilets and bathing facilities
- Clean and well ventilated sleeping facilities
- Clean and well ventilated food preparation areas (if required)
- Illuminated exit points
- Fire evacuation plan and rally points
- Appropriate security measures.

If the camp/excursion is to be located near any open or closed water environ, or if it is determined that there is a foreseeable risk of a near drowning incident, then staff/adult assisting shall hold the appropriate lifesaving qualification such as START, Bronze Medallion or Surf Rescue Certificate.

2.4 TRANSPORT ARRANGEMENTS

The teacher-in-charge shall ensure that arrangements for the safe and appropriate transport of students attending the camp or excursion are made:

The consent form must indicate to parents/guardians the details for transporting students to and/or from the school venue(s).

The use of private and commercial vehicles must comply with the requirements of the current Road Traffic Act.

The Principal shall take all reasonable steps to ensure that drivers of any vehicles are persons who act responsibly and give due regard to the safety and well-being of the students.

All drivers shall have a current and appropriate drivers licence.

Private vehicles that are used for transporting students shall have third party insurance and it is strongly recommended that they have comprehensive motor vehicle insurance.

Transport by rail and air shall be confined to recognised commercial operators.
2.5 CAPACITY OF STUDENTS

The teacher-in-charge shall assess the skill level of the students for the planned activities of the camp/excursion.

The teacher-in-charge shall make themselves aware of all health and medical needs of the students participating in the camp/excursion.

The teacher-in-charge shall satisfy themselves that the activities do not exceed the skill level of the students participating in the camp/excursion.

Alternative activities/support must be provided for in the plan for students who do not have the prerequisite skills or capacity to undertake the planned activities of the camp/excursion.


2.6 SKILLS OF ASSISTING TEACHERS/ADULTS

The teacher-in-charge shall assess how many assisting teachers/adults are required for the camp/excursion.

Where the member of the non-teaching staff, an external provider or a volunteer agree to perform tasks that require them to personally care for students in the absence of a member of the teaching staff, the teacher-in-charge shall consider the suitability of that adult for the task being assigned, taking into account:

- The number of students involved
- age, experience and capabilities of the students
- activities to be undertaken
- characteristics of the venue
- health status, skills and experience of assisting adult.

2.7 EXTERNAL PROVIDERS

The teacher-in-charge shall assess the appropriateness and competency of an external provider. This may be determined by:

- recent experience of external provider (including maintained log books)
- current qualifications, accreditation and any other relevant training
- public liability insurance

External providers shall have:

- an Assessment Notice in accordance with the Working With Children (Criminal Record Checking) Act 2004
- Appropriate level of public liability insurance.

If activities such as Abseiling, Bushwalking, Challenge Ropes Course or Climbing are being considered then the external provider is to have the National Outdoor Leader Registration qualification.
2.8 DANGEROUS RECREATIONAL ACTIVITIES

The Civil Liability Act (WA) 2002

Recreational activity includes:

- Any sport (whether or not the sport is an organised activity)
- Any pursuit or activity engaged in for enjoyment, relaxation or leisure
- Any pursuit or activity engaged in for employment, relaxation or leisure at a place (such as a beach, park or other public open space) where people ordinarily engage in sport or in any pursuit or activity for enjoyment, relaxation or leisure.

**Dangerous recreational activity** means a recreational activity that involves a significant risk of harm.

**Inherent risk** means a risk of something occurring that cannot be avoided by the exercise of reasonable skill and care.

Where a camp or excursion involves dangerous recreational activities service providers may not be liable for harm suffered by a person engaged in a dangerous recreational activity for harm suffered as a result of obvious risks of the recreational activity in accordance with section 5H of the Civil Liability Act (WA) 2002 (the Act).

In accordance with the Act service providers do not owe a duty of care to persons engaging likely to result in people being warned of the risk before engaging in the recreational activity.

If an external service provider is used by the school for recreational activities the teacher-in-charge must not engage in activities that expose schools and teachers to potential liability for participating in dangerous activities.

The teacher-in-charge shall not sign any waiver of liability documentation from external providers without consulting the Principal.

SUPERVISION STRATEGIES

The teacher-in-charge shall determine the number of assisting teachers/adults as supervisors for the camp/excursion and the supervision strategies that are appropriate for the activities that are proposed to be undertaken.

The supervisory requirements for a camp/excursion shall be determined in accordance with the:

- age of the students
- experience and ability of the students
- medical conditions or disabilities
- nature of the environment
- location of the camp/excursion
- weather
- level of danger of activities considering the definitions above.
2.9 MEANS OF IDENTIFYING STUDENTS

The teacher-in-charge shall determine an appropriate means of identifying the students who are participating in the camp/excursion.

The means of identification shall be determined having consideration of:

- the number of students attending
- an assessment of the environment
- skill level of students
- types of activities being undertaken
- the students attending

Examples:

- school shirts, uniforms
- school hats
- name tags
- neoprene armbands

2.10 COMMUNICATION STRATEGIES

The teacher-in-charge shall determine a communication strategy for use between the supervisors of camps/excursions.

The strategy shall include a signal for gaining the attention of the full group.

An emergency signal shall be adopted and fully explained to all participants.

Communication devices if groups are separated ie two-way radios and with the school and emergency services ie mobile phones.

Examples:

- scheduled regular group meetings
- sirens, whistles, mobile phone
- emergency position indicating radio Beacon or satellite telephone for remote areas.

2.11 EMERGENCY RESPONSE PLANNING

An emergency plan must be developed by the teacher-in-charge to enable a quick and effective response to an emergency situation.

Emergency and evacuation procedures should be determined taking into consideration the:

- location of medical kit
- available transport (private car or ambulance)
- nearest hospital
- types of health care needs of students participating
- location of emergency equipment
- communication procedure and devices eg mobile phones.
The plan shall nominate a person who shall have ready access to:

- a list of the names of participating students and their parent/guardian/adult contact telephone numbers
- all health care/administration of medication forms of those students who have particular health needs
- any relevant health information of assisting teachers/adults.

A copy of all documentation shall remain with the school.

The Working Alone Work safe Guidance note should be followed when organising a camp/excursion in rural or remote locations.

2.12 STUDENT AND TEACHER BRIEFING

The teacher-in-charge shall be responsible for communication of all information regarding the camp/excursion to the parents, staff and students attending the camp.

Matters to be communicated include:

- emergency procedures and signals
- methods of communication
- appropriate use of equipment
- roles of teachers
- the system of identifying students and supervisors
- areas demarcated specifically for identified student groups
- standards of acceptable behaviour
- total ban of all intoxicating substances

2.13 RECORDS OF CAMPS/EXCURSIONS

The following records shall be maintained by the school following a camp or excursion:

- Camp/Excursion Management Plan
- Record of any incident on the camp/excursion

At the conclusion of the camp a detailed written report shall be submitted by the camp supervisor/teacher-in-charge to the Principal.

The report shall cover:

- adequacy of the camp site
- recommendations for the future use of the camp site
- overall management of the camp
- any injuries that occurred
- achievement or otherwise of the objectives of the camp
- other information relating to specific incidents on the camp
- any other information which may assist in the planning of future camps
Where an excursion was strenuous or when, during the course of an excursion:

- a student suffered an injury
- experienced ill health
- where an unplanned serious incident occurred that needed reporting

A detailed written report shall be submitted to the Principal by the teacher-in-charge of the excursion. Where an incident related to student discipline, safety, or any serious consequence occurred, a report shall be submitted to the Principal by the teacher-in-charge of the excursion.

There records are to be kept in accordance with the CECWA Management of Confidential Information Policy Statement.

2.14 PARENTAL CONSENT FORM

The parental consent form shall provide the following information:

- Where and when the camp/excursion is going to take place.
- Type of transport
- Anticipated length of camp/excursion
- Educational purpose of the camp/excursion

Information about medical needs and or administration of medication should also be asked for in the parental consent form.

Parents must be given enough information about the camp/excursion to be able to give informed consent.

Parents shall complete and sign a tear-off consent slip that is to be forwarded back to the teacher-in-charge of the camp/excursion.
2.15 PRINCIPAL CHECKLIST FOR CAMP/EXCURSION MANAGEMENT PLAN

1. Has a detailed Camp/Excursion Management Plan been submitted?   Yes/No
2. Are External Providers being used?   Yes/No
3. Does the External Provider have appropriate insurance?   Yes/No
4. Has appropriate and safe transport been organised?   Yes/No
5. Have appropriate supervision and behaviour management strategies strategies been established?   Yes/No?
6. Have systems of identifying students been established?   Yes/No?
7. Have sufficient information have provided to parents about the camp/excursion?   Yes/No?
8. Has an emergency response plan been completed?   Yes/No?
9. Have consent forms been issued and subject to consent?   Yes/No?
10. Have the medical action plans have highlighted and considered?   Yes/No?
11. Is the camp/excursion supportive of the class educational program?   Yes/No?
12. Are the GST implications considered within the budget?   Yes/No?
13. Is the camp consistent with the allocated budget?   Yes/No?
14. Staff replacement and the impact of the school’s timetables?   Yes/No?
15. Is there an appropriate adult: student ratio?   Yes/No?
SWIMMING
3. SWIMMING ACTIVITIES

3.1 INTRODUCTION

SCHOOL APPLICATION

Swimming is an enjoyable recreational activity and it also forms the basis upon which all other forms of aquatic activity rely on. Swimming activities are offered in most years of schooling. Examples include:

- swimming and water safety instruction (in-term lessons)
- competitive swimming (carnivals, water polo)
- excursions (including celebrations and end of year reward days)

It is important that teachers recognise these guidelines are applicable even when the primary activity is not swimming. For example, when a school is undertaking a hiking activity to a destination beside a body of water. If the group decides to go for a swim then at this point these guidelines become applicable even though the primary purpose of the activity is hiking.

MAJOR RISKS

Teachers/assisting adults/instructors must understand the dangers associated with swimming activities and respect the different types of aquatic venues (beach, pool, river, lakes etc). Every aquatic venue is unique and must be evaluated prior to and on arrival and regularly throughout the session. The nature and hazards associated with swimming activities can change within minutes due to changing weather conditions. Many popular venues have levels of lifeguard services depending on the time of year. Teachers should utilise this service and ask for advice on the safest area to conduct the activity.

The major injury concerns that may occur during swimming activities are:

Drowning: victims beyond their depth and unable to return to a position where they can stand (e.g., swept out by rip currents or off-shore winds)
Spinal damage: impact on hitting the bottom or unseen objects when diving, victim dumped by waves
Sunburn: unprotected exposure to sun
Marine stingers: especially during the months from December-March
Hypothermia: extended duration in water (not necessarily cold conditions)
Open cuts/wounds: caused by rocks and submerged logs, cracked titles, slippery surfaces.

3.2 RISK MANAGEMENT APPROACH

The swimming ability of the students in the class is a major factor when determining the duty of care responsibilities that teachers must afford their students in aquatic activities. It is reasonable that an assessment of student swimming ability should be made as close to the commencement of the activity as possible. Revisions of the assessment would be necessary if any circumstances surrounding the activity were to change. For example, the type of condition of the water-based environment changed, or the medical fitness, or preparedness of the child to undertake the activity changed.
It is important that provision is made for the safe participation of all class members, particularly in regard to the students’ swimming ability as determined by the teacher/assisting adult/instructor.

This may involve:
- additional close supervision, restricting them to the shallow water only
- restricting them to areas alongside the edge of the water
- implementing a ‘buddy’ system (ie pairing or grouping students)
- using buoyancy devices
- using ropes, poles or other objects to act as a safety device etc.

3.3 ASSESSING STUDENT CAPABILITIES

The Royal Life Saving Society has developed the Swimming and Water Safety Framework which provides a basis for developing, providing or selecting an appropriate aquatic program/activity.

The Framework standards have been aligned to years of schooling as a guide to teachers for the provision of aquatic experiences. The Society recognises that at any point in a child’s water safety and swimming education that may be achieving above or below the appropriate year standard. An individual with limited experience is not expected to perform at the relevant standard. However, the framework sets out a skill based continuum from which an individual's progression in swimming and water safety may be mapped and planned.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>WATER DISCOVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Confident entry into and exit from the water</td>
</tr>
<tr>
<td></td>
<td>Glide forward and recover to a standing position</td>
</tr>
<tr>
<td></td>
<td>Float for 30 seconds, with a flotation aid</td>
</tr>
<tr>
<td></td>
<td>Be pulled to safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>WATER AWARENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 15m, recover to an upright position</td>
</tr>
<tr>
<td></td>
<td>Swim and survival scull for 60 seconds</td>
</tr>
<tr>
<td></td>
<td>Support body in an upright position and signal distress</td>
</tr>
<tr>
<td></td>
<td>Grasp an object and be pulled to safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>WATER SENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 25m, recover to an upright position</td>
</tr>
<tr>
<td></td>
<td>Grasp a thrown flotation aid and survival scull for 60 seconds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>WATER WISE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 50m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 6</th>
<th>SWIM &amp; SURVIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 200m</td>
</tr>
<tr>
<td></td>
<td>Swim 100m wearing clothing, survival scull for 10 minutes</td>
</tr>
<tr>
<td></td>
<td>Stride entry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>SENIOR SWIM &amp; SURVIVE/ WADE RESCUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 300m</td>
</tr>
<tr>
<td></td>
<td>Reach, throw and wade rescues</td>
</tr>
<tr>
<td></td>
<td>Dive 1.2 metres</td>
</tr>
<tr>
<td></td>
<td>DRABC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 8</th>
<th>ACCOMPANIED RESCUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 200m</td>
</tr>
<tr>
<td></td>
<td>Accompanied rescues</td>
</tr>
<tr>
<td></td>
<td>Defensive techniques</td>
</tr>
<tr>
<td></td>
<td>Dive 1.5 metres</td>
</tr>
<tr>
<td></td>
<td>Mouth to mouth resuscitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>BRONZE STAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swim 300m in 10 minutes</td>
</tr>
<tr>
<td></td>
<td>Tow partner 20m</td>
</tr>
<tr>
<td></td>
<td>Underwater search</td>
</tr>
<tr>
<td></td>
<td>Rescue initiative</td>
</tr>
<tr>
<td>Year 5</td>
<td>Year 10-12</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>Dresses in shorts and t-shirt survival scull for 2 minutes</td>
<td></td>
</tr>
<tr>
<td>JUNIOR SWIM &amp; SURVIVE</td>
<td></td>
</tr>
<tr>
<td>Swim 100m</td>
<td></td>
</tr>
<tr>
<td>Dive entry</td>
<td></td>
</tr>
<tr>
<td>Correctly fit PFD</td>
<td></td>
</tr>
<tr>
<td>Using rope/towel pull a partner to safety</td>
<td></td>
</tr>
<tr>
<td>BRONZE MEDALLION</td>
<td></td>
</tr>
<tr>
<td>Swim 400m in 13 minutes</td>
<td></td>
</tr>
<tr>
<td>Tow partner 50m</td>
<td></td>
</tr>
<tr>
<td>Spinal holds</td>
<td></td>
</tr>
<tr>
<td>Rescue initiative</td>
<td></td>
</tr>
<tr>
<td>CRP</td>
<td></td>
</tr>
</tbody>
</table>

- Definitions of each stage are a guide only and do not reflect all competencies.
3.4 TEACHER/ASSISTING ADULTS/INSTRUCTORS QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

KNOWLEDGE AND EXPERIENCE
At least one of the teacher(s)/assisting adult(s) instructor must be:

- Proven competent swimmers
- Experienced in identifying and setting up a safe instructional area
- Capable of effecting a rescue for any situation (not restricted to the immediate instructional area)
- Competent in basic first aid
- Understand and be able to interpret long and short range weather forecasts (weather forecasts for local water are available by telephone on 1196)
- Able to constantly evaluate environmental conditions before and during activities
- Able to constantly assess and evaluate physical performance of the students
- Prepared to cancel the activity if conditions are adverse

ACCREDITATION
Catholic schools in Western Australia recommend the START (School Teacher Aquatic Resuscitation Training) qualification because it combines surf and still water risk management. This qualification is valid for 12 months and staff can access the training at www.rise.wa. It is essential that at least one teacher/assisting adult/instructor in each swimming activity hold this accreditation or an equivalent national or international accreditation.

The specific qualification for swimming instruction (in-term lessons) is the AUSTSWIM qualification or equivalent.

The generally accepted and recognised form of accreditation for surf activities, currently available in Western Australia, is the Surf Life Saving Australia-Surf Rescue Certificate. It is essential that at least one teacher/assisting adult/instructor in each swimming activity hold this accreditation or an equivalent national or international accreditation.

The specific qualification for swimming instruction (in-term lessons) is the AUSTSWIM qualification or equivalent.

The generally accepted and recognised form of accreditation for surf activities, currently available in Western Australia, is the Surf Life Saving Australia-Surf Rescue Certificate. It is essential that at least one teacher/assisting adult/instructor in each surf swimming activity hold this accreditation or an equivalent national or international accreditation. There is a basic requirement to maintain currency of the Surf Life Saving Australia accreditation.

The Royal Life Saving Society has implemented an additional module to the Bronze Medallion that covers the topic of surf awareness. With this in mind the Royal Life Saving Bronze Medallion is considered an appropriate qualification to conduct surf activities.

A teacher/assisting adult/instructor supervising swimming activities must hold one of the following accreditations when undertaking aquatic activities:

- School Teacher Aquatic Resuscitation Training (START)
- Royal Life Saving Society Bronze Medallion
• Surf Life Saving Surf Rescue Certificate
It is also recommended that other teachers/assisting adults/instructor involved with aquatic activities hold a senior first aid certificate or some equivalent first aid accreditation.

For teachers operating in isolated areas, or those who assume responsibility for coordinating more demanding programs, as an option a higher level of first aid training may be obtained.

USE OF OUTSIDE INSTRUCTORS
Teachers have a duty of care under common law to take all reasonable steps to avoid acts or omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be pass on to instructors or any other person other than another teacher.

While instructors can be utilised to provide specialist instruction to students, the overall duty of care remains with the teacher even if an outside instructor is conducting the activity. Schools should ensure that outside instructors are appropriately qualified and accredited.

Because public liability insurance is granted only to operators who conform to minimum standard of current best practice, school engaging the services of outside instructors for swimming activities must obtain written confirmation that these instructors have specific insurance coverage for swimming activities.

In determining an instructor's ability to manage swimming activities the following is to be checked:
• past history
• recent teaching and personal experience
• records of rescue and first aid accreditation and of any in-service training in relevant areas.

3.5 STUDENT QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

PREPARATION
All students should be capable of remaining calm and able to support themselves in the water some distance from the shore/edge.

Students involved should be able to demonstrate proficiency by swimming at least the maximum distance of the swimming area. Possession of a swim certificate equivalent to Wade Rescue, or a Surf Survival certificate, would be an advantage.

RATIOS
It is important to recognise the teacher/assisting adult: student ratios is dependent upon the following considerations:
• type of activity
• environment in which the activity is occurring ie clam vs moving water, weather conditions
• type of hazards inherent in that area, ie submerged objects, rocks, unstable banks etc
• level of probability that the identified hazards may cause injury and the type of injury that may occur
• minimum ability of the students
• qualifications of the leader and students
When determining teacher/assisting adult/instructor: student ratios, the teacher-in-charge is to consider the above criteria to determine an appropriate ratio. This consideration remains at the discretion of the teacher-in-charge and should be determined prior to the activity occurring, but may also be altered by the teacher-in-charge.

As a guide to best practice (assuming compliance to standards relating to the above safety factors) indicative ratios are illustrated below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming and Water Safety Instruction in still water</td>
<td>1.16</td>
</tr>
<tr>
<td>(primary schools)</td>
<td></td>
</tr>
<tr>
<td>(1.32 secondary schools)</td>
<td></td>
</tr>
<tr>
<td>Competitive Swimming</td>
<td>1.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>1.12</td>
</tr>
<tr>
<td>Excursion in open water</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Where water activities are undertaken at locations supervised by professional staff the above ratios should not be utilised. Adequate supervision by teaching staff will be required to maintain duty of care requirements.

3.6 SAFETY CONSIDERATIONS

PRE-ACTIVITY
Briefing students about the program, including use of equipment.

Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students.

Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students.

Establishing and communicating the roles of the assisting adults.

Ensure students have successful completed knowledge and performance requirements.

Ascertain any medical condition of a participant that may affect performance. Special note should be made of medication, history, dosages, times to be taken, location of the medication and the effect if dosages are missed.

The teacher-in-charge must have a copy of all planned documents, including student detail forms. A further copy should be given to the school contact person.

DURING ACTIVITY
The teacher-in-charge must test the area themselves or an appropriately qualified person for the activity before deeming the venue suitable.

Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending on the venue.

A roll check must be called before entering and after leaving the water.

Head counts must be conducted at regular intervals.
The area must be in clear view of the observer(s).

In open water the activity area should be clearly defined (by markers on the shore or natural features) and not exceed 200 metres along the shore, unless the activity requirements warrants a greater distance.

The instructor must constantly evaluate the physical and mental performance of students.

Staff responsible for the safety of students must be changed and ready to enter the water at all times while students on shore must be adequately supervised.

Where possible, board/ski riders providing water safety should patrol on the water.

The duration of the activity is dependent on experience/competencies of students, weather and water conditions. Time limit for the activity must be decided before entering the water. Where conditions adversely change the teacher-in-charge must re-evaluate the continuance of the activity.

**EMERGENCY SITUATIONS**

Emergency provisions should include planning for rescue situations to be undertaken by teachers/assisting adults of the activity. Consideration should also be given for the ability of the teacher-in-charge to contact external emergency services where rescue operation requirements exceed the skills and expertise of the supervising teachers/assisting adults/instructors.

3.7 **SAFETY EQUIPMENT**

**STUDENT EQUIPMENT**

- Appropriate clothing for protection against warm and cool weather
- Sunscreen
- Sun hats
- All beginners should wear approved buoyancy vests

**EMERGENCY EQUIPMENT**

- Flags to mark activity area
- Rescue board and/or rescue tube
- First aid kit including thermal blanket or sleeping bag
- A support/transport vehicle must be readily available at the selected location
- Satellite telephones may also be considered in isolated or remote areas

3.8 **VENUE, LOCATION**

The teacher-in-charge must ensure that the venue conditions are matched to students’ level of ability and experience.
It is strongly recommended that open water swimming be undertaken in an area patrolled by qualified lifeguards.
While at the beach, it is strongly recommended that students should swim in an area patrolled by qualified lifeguards.
While at the beach, it is strongly recommended that students should swim in an area patrolled by qualified lifeguards.
Rocks, submerged hazards, snags, muddy and slippery surfaces must be considered in selecting the location because of the nature of injuries that can occur at these locations.
Competitive swimming starting blocks should be used in venues where the depth of the pool is less than 1.2m for a distance of 5m from the starting block.
Local information/advice should be obtained.
The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.

3.9 WEATHER CONDITIONS
The teacher-in-charge is required to constantly monitor conditions, as these can change very rapidly.

3.10 FURTHER INFORMATION
ORGANISATIONS TO CONTACT
The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200 Fax:9383 9922
Email: risswa@msn.com.au

Surf Life Saving Western Australia
3 Hasler Road, Osborne Park 6017
Phone: 9244 1222 Fax: 9244 1225
Email: slswa@slswa.asn.au

“Swimming attachments”
4. SURF AND BOARD RIDING ACTIVITIES

4.1 INTRODUCTION

SCHOOL APPLICATION

Schools usually see surf and board riding as a recreational activity but may also be conducted as a competitive sport.

NEED FOR SEQUENTIAL PROGRAM

Surf and board riding activities can be extremely valuable when used in logical, sequential program of instruction, but are of little value as one-off activities or when used for unrelated fun-type purposes. In a comprehensive surf and board riding program, many skills need to be developed before entering the ocean to catch waves.

MAJOR RISKS

The nature and hazards associated with beaches can change within minutes due to changing weather conditions. Many popular beaches have levels of lifeguard services depending on the time of year. Teachers should utilise this service and ask for advice on the safest area to conduct the activity.

The major injury concerns that may occur during surf and board riding activities are:

Drowning: victims beyond their depth and unable to return to a position where they can stand (eg swept out by rip current or off-shore winds)

Spinal damage: impact on hitting the bottom or unseen objects when driving, victim dumped by waves

Sunburn: unprotected exposure to sun

Marine stingers: especially during the months from December-March

Hypothermia: extended duration in water (not necessarily cold conditions)

Open cuts/wounds: caused by rocks and submerged logs, cracked titles, slippery surfaces.

4.2 TEACHER/ASSISTING ADULTS/INSTRUCTORS QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

KNOWLEDGE AND EXPERIENCE

Teacher/assisting adults/instructors should be:

- proven competent surf and board riders
- experienced in identifying and setting up a safe instructional area
- capable of effecting a surf rescue for any situation (not restricted to the immediate instructional area)
- qualified in basic first aid
- an understanding and ability to interpret long and short range weather forecasts (weather forecasts for local waters are available by telephone on 1196)
- ability to constantly evaluate environmental conditions before and during activities
• ability to constantly assess and evaluate physical performance of the students
• preparedness to cancel activity if conditions are of become adverse

ACCREDITATION

Catholic schools in Western Australia recommend the START (School Teacher Aquatic Resuscitation Training) qualification because it combines surf and still water risk management. This qualification is valid for 12 months. Another form of accreditation currently available in Western Australia is the Surf Life Saving Australia Surf Rescue Certificate. It is essential that at least one teacher/assisting adult/instructor in each surf activity hold this accreditation or an equivalent national or international accreditation. There is a basic requirement to maintain currency of the Surf Life Saving Australia accreditation.

The Royal Life Saving Society have implemented an additional module to the Bronze Medallion that covers the topic of surf awareness. With this in mind the Royal Life Saving-Bronze Medallion is considered an appropriate qualification to conduct surf activities.

A teacher/assisting adult/instructor supervising swimming activities must hold one of the following accreditation when undertaking aquatic activities:

• School Teacher Aquatic Resuscitation Training (START)
• Surf Life Saving Surf Rescue Certificate
• Royal Life Saving Bronze Medallion.

Another recommended and accepted qualification is the Level 1 Surf Coaching accreditation delivered by Surfing Western Australia (Board Riders Association).

Instructors of surf activities must hold at least a senior first aid certificate or some equivalent first aid accreditation.

USE OF OUTSIDE INSTRUCTORS

Teachers have a duty of care under common law to take all reasonable steps to avoid acts or omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be passed on to instructors or any other person other than another teacher.

While instructors can be utilised to provide specialist instruction to students, the overall duty of care remains with the teacher, even if the outside instructor is conducting the activity. Schools should ensure that outside instructors are appropriately qualified and accredited.

Because public liability insurance is granted only to operators who conform to a minimum standard of current best practice, schools engaging the services of outside instructors must obtain written confirmation that these instructors have specific insurance coverage for surf and board-riding activities.

In determining an instructor’s ability to manage swimming activities the following should be checked:
• past history
4.3 STUDENT QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

PREPARATION
All students should be capable of remaining calm and able to support themselves in surf some distance from the beach.

Students should be proficient in demonstrating that they are competent in swimming in a surf environment and are competent in reading surf conditions. As a guide to assessing a student’s surf swimming competency, the Surf Life Saving Association Run Swim Run competency standard of a 200 metre run, followed by a 200 metre swim, followed by a 200 metre run, is within eight minutes.

Students should have knowledge of basic surf awareness, including types of waves, rips and the associated dangers. They should know what to do if they are caught in a rip and how to ‘duck dive’ under waves.

RATIOS
It is important to recognise the teacher/assisting adult/instructor: student ratios is dependent upon the following considerations:
- type of activity
- environment in which the activity is occurring, ie clam vs moving water
- type of hazards inherent in that area
- level of probability that the identified hazards may cause injury and the type of injury that may occur
- minimum ability of the students
- qualifications of the leader and students
- weather conditions

As a guide to best practice (assuming compliance to standards relating to the above safety factors) the indicative ratio is illustrated below.

Surf Beaches 1:12

Leaders are required to have a thorough understanding of the implementation of a surfboard riding ‘buddy system’ where the buddy remains on shore to reduce the number in the water at any one time.

4.4 SAFETY CONSIDERATIONS

PRE-ACTIVITY

Briefing students about the program, including use of equipment.

Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students.
Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students.

Establishing the roles of the assisting adults.

Students should be aware of surf rules and etiquette.

Ensure students have successfully completed knowledge and performance requirements.

Ascertain any medical condition of a participant that may affect performance. Special note should be made of medication, dosages, times to be taken, location of the medication and the effect if dosages are missed.

The teacher-in-charge must have a copy of all planning documents, including student detail forms. A further copy should be given to the school contact person.

**DURING ACTIVITY**
The teacher-in-charge, or an appropriately qualified person, must test the area themselves before deeming the venue suitable.

Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending on the venue.

A roll check must be called before entering and after leaving the water.

Head counts should be conducted at regular intervals.

The area must be in clear view of the observer.

The activity area should be clearly defined (by markers on the beach or natural features) and not exceed 200 metres along the shore.

The instructor must constantly evaluate the physical and mental performance of students.

The leader must constantly evaluate the ocean conditions and make the appropriate decisions should the conditions change.

Staff responsible for the safety of students must be changed and ready to enter the water at all times while students on shore must be adequately supervised.

The personal judgment of the student must be respected at all times.

Where possible, board/ski riders providing water safety should patrol outside the break.

The duration of the activity is dependent on experience, weather and quality of wet suits worn.

Time limits for the activity must be decided before entering the water. Where conditions adversely change the teacher-in-charge must re-evaluate the continuance of the activity.

Fibreglass surfboards must not operate in the same area as boogie boards or body surfers.

**EMERGENCY SITUATIONS**
Emergency provisions should include planning for rescue situations to be undertaken by teachers/assisting adults of the activity. Consideration should also be given for the ability of the teacher-in-charge to contact external emergency services where rescue operation requirements exceed the skill and expertise of the supervising teachers/assisting adults.

4.5 SAFETY EQUIPMENT

STUDENT EQUIPMENT

All beginning surfers should consider wearing approved buoyancy vests with sunscreen and sun hats are strongly recommended.

To protect against warm and cool weather it is strongly recommended the following equipment should be used:

- Surfboard Riders: leg ropes (helmet desirable)
- Wave/Surf Skiers: paddle attachment to board (helmet desirable)
- Body boarders: wrist or leg strap to board (helmet desirable)

It is strongly recommended that participants in surf activities be required to wear a coloured singlet, or other piece of clothing as an identifier.

EMERGENCY EQUIPMENT

- Flags to mark activity area
- Rescue board and/or rescue tube
- First aid kit including thermal blanket or sleeping bag
- A support/transport vehicle must be readily available at the selected location

4.6 VENUES, LOCATION

The teacher-in-charge must ensure that the venue/surf conditions are matched to students’ level of ability and experience:

- Beginner students: spilling waves, white water/small unbroken, beach breaks only
- Intermediate students: spilling waves, unbroken, beach breaks only
- Advanced students: spilling/plunging waves, beach/other

Teachers/assisting adults need to be familiar with the venue.

It is strongly recommended that a surfing location adjacent to a patrolled area be selected.

Headlands and groynes often provide excellent surfing venues but the proximity of rocky outcrops must be considered in selecting the location because of the nature of injuries that can occur at these locations.

Local information/advice should be obtained from surf clubs or beach inspectors.

The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.
4.7 WEATHER CONDITIONS
The teacher-in-charge needs to constantly monitor conditions, as these can change very rapidly.

4.8 FURTHER INFORMATION

ORGANISATION TO CONTACT

Surf Lifesaving of Western Australia
3 Hasler Road, Osborne Park 6017
Phone: 92441222 Fax: 9244 1225 Email: slswa@slswa.asn.au

Surfing Western Australia
PO Box 382, North Beach 6020
Phone: 9448 0004 Fax: 9447 0309 Email: surfwa@inf.net.au

The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200 Fax: 9383 9922
Email: risswa@msn.com.au
Canoeing and Kayaking
5. CANOEING AND KAYAKING

5.1 INTRODUCTION

SCHOOL APPLICATION

Schools usually see canoeing and kayaking as a recreational activity but may also be conducted as a competitive sport. In the lower secondary school, canoeing and kayaking may be included in one of the Aquatics modules of General Physical Education or as a part of Physical Recreation or Specialised Physical Education.

Canoeing and kayaking may also be included as a practical component in Physical Education Studies courses in Years 11 and 12, incorporated into most Outdoor Education courses in Years 9 and 10, or as an adjunct to a mode of travel in the Year 11 and 12 Outdoor Education Studies courses.

NEED FOR SEQUENTIAL PROGRAM

Canoes are ideal educational and recreational vehicles. Their use should, however, be commensurate with the students’ swimming ability, water safety skills and outdoor skills. The students’ abilities and skills need to be gradually and thoughtfully programmed. Initially students should be exposed to the craft in the warmer months so that they may explore their buoyancy, stability and movement potential in physical comfort.

Once craft acclimatisation has been established, carefully sequenced canoe expeditions, allowing progression of skill developed and confidence over a number of years, are recommended.

Throughout the teaching sequence emphasis should be placed on group responsibilities and communication, the buddy system, water safety rescues, first aid management principals with an emphasis on hypothermia and its prevention/treatment, weather and water dynamics and the proper care and use of equipment.

MAJOR RISKS

The major injury concerns that may occur during canoeing activities are:

Drowning: capsize in a position beyond the depth where the student cannot stand
Hypothermia: extended duration in water (not necessarily cold conditions)
Sunburn: unprotected exposure to sun

5.2 TEACHER/ASSISTING ADULTS/INSTRUCTOR QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

KNOWLEDGE AND EXPERIENCE

The teacher/assisting adult/instructor in charge must be:

Competent with the handling and instruction of canoeing/kayaking with a sound knowledge of:

- water dynamics
- group travel
- canoeing skills
• canoe repair
• experienced in identifying and setting up a safe instructional area
• capable of effecting a rescue for any situation (not restricted to the immediate instructional area)
• qualified in basic first aid
• able to understand and interprets long and short range weather forecast (weather forecasts for local waters are available by telephone on 1196)
• able to constantly evaluate environmental conditions before and during activities
• able to constantly assess and evaluate physical performance of the students
• preparedness to cancel activity if conditions area adverse
• all teachers/assisting adults should have the canoeing experience and skill necessary to provide assistance to the leader in the program as planned.

ACCREDITATION
Catholic schools in Western Australia recommend the START (School Teacher Aquatic Resuscitation Training) qualification is valid for 12 months. Another form of accreditation currently available in Western Australia is the Royal Life Saving Society- Bronze Medallion or the Surf Life Saving- Surf Rescue Certificate. It is essential that at least one teacher/assisting adult in each canoe activity should hold this accreditation or an equivalent national or international accreditation. There is a basic requirement to maintain currency of these accreditations.

The Royal Life Saving Society has implemented an additional module to the Bronze medallion that covers the topic of surf awareness. With this in mind the Royal Life Saving-Bronze Medallion is considered an appropriate qualification to conduct surf activities.

A teacher/assisting adult/instructor supervising these activities must hold one of the following accreditations when undertaking aquatic activities:
• School Teacher Aquatic Resuscitation Training (START)
• Royal Life Saving Society- Bronze Medallion
• Surf Life Saving- Surf Rescue Certificate

Another recommended and accepted qualification is the WA Canoe Association level 1 Coaching accreditation delivered by the Western Australian Canoeing Association.

Instructors of canoeing activities must hold at least a senior first aid certificate or some equivalent first aid accreditation.

For instructors operating in isolated areas or those who assume responsibility for coordinating more demanding programs, as an option, a higher level of first aid training may be obtained.

USE OF OUTSIDE INSTRUCTORS
Teachers have a duty of care under common law to take all reasonable steps to avoid acts or omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be passed on to instructors or any other person other than another teacher.
While instructors can be utilised to provide specialist instructions to students, the overall duty of care remains with the teacher even if an outside instructor is conducting the activity. Schools should ensure that outside instructors are appropriately qualified and accredited.

Because public Liability insurance is granted only to operators who conform to a minimum standard of current best practice, schools engaging the services of outside instructors must obtain written confirmation that these instructions have specific insurance coverage for canoeing activities.

In determining and instructor's ability to manage activities the following should be checked:
- Past history
- Recent teaching and personal experience
- Record of rescue and first aid accreditation and any service training in relevant areas.

5.3 STUDENT QUALIFICATIONS AND EXPERIENCE
PREPARATION
All students should be capable of remaining calm and able to support themself in the water some distance from the shore or edge for river canoeing.

Students involved should be able to demonstrate proficiency by swimming at least the maximum distance the canoe would venture from the shore or edge.

Prior to expedition on flat or protected waters, students should have attained knowledge in and demonstrate performance of:
- rescue techniques including T-rescues, rope rescues and accompanied rescues
- manoeuvring the craft including, pivoting a canoe, support bracing, laterally moving a canoe with draw and pry strokes, forward and reverse strokes and emergency stops.
- negotiating body position under a canoe with an approved (PFD 2) buoyancy vest fitted, surfacing on the other side
- adequate practice in exit drills from a capsized canoe, especially where fitted with spray decks
- emptying a canoe from land and water.

Prior to extended expeditions on moving water, students should be able to demonstrate performance and knowledge in all of the above, plus satisfactory levels of performance in:
- combining strokes
- launching, embarking, landing and disembarking in moving water
- breaking into and out of faster flowing water
- holding position in moving water
- setting in moving water
- lining techniques and emergency rope rescues
- capsize and broadside procedures in moving water

It is strongly recommended that primary school students undertaken lead-up activities to canoeing and that the choice of craft be suitable to their age/size. These lead-up activities should emphasise water safety and survival. Activities should be conducted in protected waters only, by a teacher(s)/assisting adult(s)/instructor(s) with stated minimum qualifications and experience.
RATIOS
It is important to recognise the teacher/assisting adult/instructor: student ration is dependent upon the following considerations:

- type of activity
- environment in which the activity is occurring ie clam vs moving water
- type of hazards inherent in that area
- level of probability that the identified hazards may cause injury and the type of injury that may occur
- minimum ability of the students
- qualifications/experience of the leader and students
- type of craft

As a guide to best practice (assuming compliance to standards relating to the above safety factors) indicative ratios are illustrated below.

In fixed locations on calm sheltered waters there must be a least one teacher/assisting adult/instructor to 16 students, with a maximum of eight C2 canoes or 12 K1 kayaks.

Canoeing (closed water) 1:12

At a fixed location on moving water (up to and including Grade 2) there must be at least one teacher/assisting adult/instructor for every eight students.

Canoeing (open water) 1:8

On any trips on moving water, or at any location other than the above, there must be two teachers/assisting adults/instructors present and the number of students may not exceed ten. The teacher-in-charge need not necessarily be the leader, but must be appropriately experienced.

5.4 SAFETY CONSIDERATIONS
PRE-ACTIVITY
Briefing students about the program, including use of equipment.

Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students.

Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students.

Establishing the roles of the assisting adults.

Ensure students have successfully completed knowledge and performance requirements.

Ascertain any medical condition of a participant that may affect performance. Special note should be made of medication, dosages, times to be taken, location of the medication and the effect if dosages are missed.
The teacher-in-charge must have a copy of all planning documents, including student detail forms. A further copy should be given to the school contact person.

**DURING ACTIVITY**
The leader must test the area themselves before deeming suitable.

A roll check must be called before entering and after leaving the water.

Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending on the venue.

The area must be in clear view of the observer.

Teachers/assisting adults/instructors must constantly evaluate the physical and mental performance of students.

Teachers/assisting adults/instructors must be changed and ready to enter the water at all times while students on shore must be adequately supervised.

Teachers/assisting adults/instructors who are inexperienced or less qualified in the skill of canoeing/kayaking should commence expeditions/activities in flat, protected waters to gain experience and confidence.

White-water expeditions require a high level of technical skill and should only be undertaken by teachers/assisting adults/instructors with considerable experience in this area.

The duration of the activity is dependent on experience, weather and quality of clothing worn.

Time limits for the activity must be decided before entering the water.

Avoid bodily injury after capsize by holding the canoe from the upstream side.

If a student capsizes and loses contact with their craft they should proceed and approach all objects and hazards feet first.

Rapids should be viewed and evaluated from the bank before running them. There should only ever be one canoe on a rapid at any one time.

A ‘whip’ system of travel is recommended with one teacher leading the group and another teacher trailing the group.

Time available and distances to be travelled must be based on the slowest member of the group.

Time should also be allowed for portaging, lining, rest and lunch stops and mishaps.

Canoes and kayaks should be checked for structural soundness before and at the end of each session.
Work boundaries should be clearly defined prior to launching to prevent the craft from becoming dangerously dispersed.

Students on expeditions must carry whistles.

**EMERGENCY SITUATIONS**
Emergency provisions should include planning for rescue situations to be undertaken by teachers/assisting adults of the activity. Consideration should also be given for the ability of the teacher-in-charge to contact external emergency services where the rescue operation requirements exceed the skill and expertise of the supervising teachers/assisting adults.

Specific rescue types may entail:
- ‘bulldoze’ canoe or kayak to shore for emptying
- Swim boat to shore
- T-rescue
- rope rescue-throw bag
- stabilisation of person
- person to person rescue
- Z pulley rescue

Teachers/assisting adults/instructors are advised to read *River Rescue* (Les Bechdel and Slim Rey) and also watch the video *River Rescue* in order to develop an understanding of appropriate rescue situations and procedures which will complement the minimum rescue qualification the instructor has already achieved.

Hypothermia caused by immersion into cold water (or prolonged submersion in any water) is a high risk in this type of activity. The body temperature can drop rapidly as a result of immersion and if the condition is not recognised in its infancy can be fatal. The process to reverse the effects of hypothermia is much longer than it takes to become hypothermic. All precautions regarding attire and treatment should be emphasised before and during the activity.

**5.5 SAFETY EQUIPMENT**

**STUDENT EQUIPMENT**
For any canoeing activity in protected waters the minimum safety equipment for students must include:
- Type 2 Personal Flotation Device must be worn at all times when paddling
- Adequate footwear should be worn
- Clothing-to help prevent the onset of hypothermia it is recommended that the following types of clothing be worn:
  - Wet suits (long-john type)
  - Woollen jumpers
  - Thermal underwear (eg Peter Storm, Intertrek)
  - Sunscreen
  - Sun hat

For any canoeing activity in white water the minimum safety equipment for students must include:
• Type 2 Personal Flotation Device must be worn at all times when paddling
• Helmets must be worn at all times and should be self-draining hard shell helmets designed specifically for canoeing
• Adequate footwear should be worn
• Clothing—to help prevent the onset of hypothermia it is recommended that the following types of clothing be worn:
  — Wet suits (long-john type)
  — Woollen jumpers
  — Thermal underwear (eg Peter Storm, Intertrek)
• Spare dry clothing
• High energy food
• Sunscreen
• Sun hats
• Garments with a cotton composite are not recommended for wear on the river, particularly underneath wools or thermals
• Parkas and upper body clothing should be worn under buoyancy vests in case there is a need to reduce buoyancy while under water
• It is strongly recommended that a windproof spray jacket be worn, or be readily available, depending upon conditions.

When choosing appropriate craft consideration should be given to:
• Suitable design and construction
• The size, skill and experience of the students
• The wind and water conditions

Craft should be of such a design that:
• The crew and gear are supported when the canoe is full of water
• Emptying, using the correct technique, does not create an undue physical problem to the student and equipment
• Handholds are securely fitted bow and stern
• Paddle length should be appropriate to the size of the students—C1 type for canoes, K1 type for kayaks

**EMERGENCY EQUIPMENT**
First aid kit; with thermal-blanket or sleeping bag.
A support/transport vehicle must be readily available at the selected location.

For any canoeing activity not at a fixed location, the following items must be carried on the expedition:
• Canoe repair kit
• Spare paddle
• Throw-bag
• 20 metres of floating, non-absorbent static rope 6-10 millimetres in diameter
• Tow-rope
• First aid kit.
In addition the following should also be included:
- 2 karabiners
- 2 prusiks
- Tape sling
- 150cm of 25mm diameter breathing tube (minimum)
- The addition of two lightweight caving pulleys is desirable
- A sharp knife for use with ropes.

All gear should be correctly waterproofed and stowed in or tied securely to the canoe.

5.6 VENUES, LOCATION
The venue will vary depending upon the purposes of the excursion, the weather forecast, the minimum levels of experience and qualifications of students and leader.

When planning river trips, it is strongly recommended that the reconnaissance visit be made as close as possible to the time of the proposed expedition, as Western Australia river levels change quickly.

Students should not be exposed to water with which the leader is unfamiliar.

The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.

5.7 WEATHER CONDITION
Teachers/assisting adults/instructors need to constantly monitor conditions, as these can change very rapidly.

Students should not canoe in lighting storms.

5.8 FURTHER INFORMATION
ORGANISATIONS TO CONTACT
State Canoeing Association
PO Box 57, Claremont 6010
Phone: 9285 8501 Fax: 9387 8018
Email: canoe@canoewa.asn.au
Website: www.wa.canoe.org.au

Marine Education Centre
Riverside Road (Cnr Pier St), East Fremantle 6158
Phone: 9339 7851
Email: laurence.adams@dpi.wa.gov.au

The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200 Fax: 9383 9922
Email: risswa@msn.com.au

Department of Sport and Recreation
246 Vincent Street, Leederville 6007
Phone: 9492 9700 Fax: 9492 9711
Email: infor@dsr.wa.gov.au
Website: www.dsr.wa.gov.au
Sailing
6. SAILING

6.1 INTRODUCTION

SCHOOL APPLICATION
Sailing as an outdoor pursuit is the perfect vehicle for allowing students to learn new skills and develop concepts and a philosophy towards outdoor education.

Sailing courses are offered currently in the following areas:
- Outdoor Education
- Physical Education Studies
- Physical Recreation
- Sport
- Nautical Studies

NEED FOR SEQUENTIAL PROGRAM
Sailing activities can be extremely valuable when used in a logical, sequential program of instruction. Student self-esteem and confidence is enhanced through attending a structured learn-to-sail course. Students acquire the knowledge, attitudes and skills that will enable them to use the ocean, river and lake environments for their own enjoyment and with consideration for others.

In a comprehensive sailing program, many skills need to be developed before entering the water.

MAJOR RISKS
The major injury concerns that may occur during sailing activities are:

Drowning: participants falling overboard being trapped under the boat
Sunburn: unprotected exposure to sun
Hypothermia: extended duration in water
Concussion: danger of students being hit by the boat's 'boom'.

6.2 TEACHER/ASSISTING ADULTS/INSTRUCTORS QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

KNOWLEDGE AND EXPERIENCE
Where the course is run by a commercial sailing school, private organisation or schools the centre from which the lessons are being taught needs to be an approved training establishment holding a valid current certificate with the Australian Yachting Association.

ACCREDITATION
Catholic schools in Western Australia recommend the START (School Teacher Aquatic Resuscitation Training) qualification because it combines surf and still water risk management. This qualification is valid for 12 months. The generally accepted and recognised minimum form of accreditation currently available in Western Australian is the Level 1, Instructor's Certificate of the Australia Yachting Federation. Where an external provider is utilised by the school, instructors must hold, as a minimum, this accreditation or an equivalent national or international accreditation. This is a basic requirement to maintain currency of the Australian Yachting Federation accreditation.
Instructors of sailing activities must hold at least a senior first aid certificate or some equivalent first aid accreditation.

Where teachers attend and participate in an organised course with a school group, it is recommended that the teachers attend an inservice course on sailing, or the teachers are qualified to the AYF Training Level 1, Assistant Instructor or Instructor’s Certificate.

USE OF OUTSIDE INSTRUCTORS
Teachers have a duty of care under common law to take all reasonable steps to avoid acts and omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be passed on to instructors or any other person other than another teacher.

While instructors can be utilised to provide specialist instruction to students, the overall duty of care remains with the teacher even if an outside instructor is conducting the activity. Schools should ensure that outside instructors are appropriately qualified and accredited.

Because public liability insurance is granted only to operators who conform to a minimum standard of current best practice, school engaging the services of outside instructors must obtain written confirmation that these instructors have specific insurance coverage for sailing activities.

In determining an instructor’s ability to manage activities the following should be checked:
- Past history
- Recent teachings and personal experience
- Records of rescue and first aid accreditation and of any in-service training in relevant areas.

6.3 STUDENT QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

PREPARATION
There is no recommended minimum age for participants in sailing. Students’ ability and maturity levels must be considered and constantly evaluated throughout the program.

Students must be physically able to handle the equipment.

All students should be capable of remaining calm and able to support themself in the water some distance from the shore.

Students involved should be able to demonstrate proficiency by swimming at least 400 metres.

Physically handicapped persons may participate in sailing activities provided adequate safety and control measures are implemented.

Before putting their craft on the water, students must be made aware of:
- Important parts of their boat and their functions
- Anticipated weather conditions, and any special considerations such as safety procedures or problems associated with cold
- Communication, distress and recall signals
• 'righting' drills procedures, including the importance of staying with the boat
• Progress of all students should be on a planned developmental path where students acquire skills and responsibilities in an incremental way
• Role of the rescue boat and its procedures.

RATIOS
It is important to recognise the teacher/assisting adult: a student ratio is dependent upon the following considerations:
• Type of craft in use
• Environment in which the activity is occurring
• Hazards inherent in that area
• Level of probability that the identified hazards may cause injury and the type of injury that may occur
• Minimum ability of the students
• Qualifications of the leader and students.

As a guide to best practice (assuming compliance to standards relating to the above safety factors), indicative ratios are illustrated below.

Sailing 1:18

The instructor should have a maximum of six craft under their supervision at any one time. Consideration should be given to reducing this number when:
• the students experience and skills are in their infancy
• If prevailing wind and weather conditions are unfavourable.

6.4 SAFETY CONSIDERATIONS

PRE-ACTIVITY
Briefing students about the program, including use of equipment.

The instructor should confirm correct rigging of boats before the craft are allowed on the water.

Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students.

Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students.

Establishing the roles of the assisting adults.

Role of and procedures for the rescue boat.

Students should be aware of boating rules.

Ensure students have successfully completed knowledge and performance requirements.
Ascertain any medical condition of a participant that may affect performance. Special note should be made of medication, dosages, times to be taken, location of the medication and the effect if dosages are missed.

For all sailing voyages, the teacher-in-charge must have a copy of all planning documents, including student detail forms. A further copy should be given to the school contact person.

For any off-shore or overnight passages, the plan must be filled with the appropriate authorities and coastal radio station.

**DURING ACTIVITY**
The teacher-in-charge must test the area themselves, or an appropriately qualified person for the activity, before deeming the venue suitable.

Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending on the venue.

A roll check must be called before entering and after leaving the water.

The area must be in clear view of the observer.

The activity area should be clearly defined.

The instructor must constantly evaluate the physical and mental performance of students.

Staff responsible for the safety of students must be changed and ready to enter the water at all times and students on shore must be adequately supervised.

The personal judgement of the student must be respected at all times.

Time limit for the activity must be decided before entering the water.

**EMERGENCY SITUATIONS**
Emergency provisions must include planning for rescue situations to be undertaken by teachers/assisting adults of the activity. Considerations should also be given for the ability of the teacher-in-charge to contact external emergency services where rescue operation requirements exceed the skills and expertise of the supervising teachers/assisting adults.

Vessels should never be overloaded.

A rescue craft must be available and ready to respond quickly in the event of an emergency.

**6.5 SAFETY EQUIPMENT**
**STUDENT EQUIPMENT**
Students must wear the following items as a minimum at all time:
- an approved Personal Flotation Device (PFD 1 or 2)
- sunscreen
• sun hats
• appropriate clothing for protection against warm and cool weather.

Craft must be constructed or fitted with additional aids to be buoyant when swamped.

Craft shall be fitted with sturdy, useable towing rings.

The main sail shall be capable of being lowered easily by hand with the craft in both upright and capsized positions.

It is recommended that the centreboard be sufficiently robust to resist distortion when supporting the weight of at least one crew member during the act of up righting a craft following a capsize.

Centreboards shall be positively secured to the hull in that they remain in the centreboard case when the hull is inverted.

Craft other than those that have an enclosed, substantially self-draining hull shall carry an adequate bailer.

Rudders are to be securely fixed to the hull.

In areas where strong winds are likely to affect the program, some means of reefing the sails or the provision of smaller sets of sails should be considered.

Sailing need not be restricted to dinghy classes. It may also include fixed-keel yachts and catamarans.

Students should be made aware of the care and maintenance of the equipment as an integral part of sailing.

**EMERGENCY EQUIPMENT**
A powered rescue craft must be available for instruction and group control on the water.

Persons using these craft must be competent in their handling and must hold on a current Small Craft Proficiency Certificate.

A minimum ratio of one rescue to six craft should be maintained.

Where there is more than one instructor, they must be in separate craft.

First aid kit.

A support/transport vehicle must be readily available at the selected location.

**6.6 VENUES, LOCATION**
The teacher-in-charge must check with the Department of Transport as to whether there are any restrictions on the use of the location chosen.
The teacher-in-charge must be familiar with the area chosen and ensure that no danger exits.

Teachers/assisting adults/instructors must ensure that the venue/water conditions are matched to the students’ level of ability and experience.

Consideration needs to be given to tides, currents, wind eddies, rocks, shallows or any other particular navigational hazards.

The area of operation must be defined.

The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.

6.7 WEATHER CONDITIONS

Teachers/assisting adults/instructors need to constantly monitor conditions, as these can change rapidly. Weather conditions must be closely studied before proceeding beyond protected waters (weather forecasts for local waters are available by telephone on 1196).

6.8 FURTHER INFORMATION

State Sailing Centre
Mounts Bay Sailing Club
Australia II Drive, Crawley 6009
Phone: 9386 3719

Marine Education Centre
Riverside Road (Cnr Pier St), East Fremantle 6158
Phone: 9339 7851

WA Yachting Association
PO Box 3073, Broadway, Nedlands 6909
Phone: 9386 2438
Email: ywa.office@wa.yachting.org.au
Website: www.wa.yachting.org.au

The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200 Fax: 9383 9922
Email: rlsswa@msn.com.au
7. POWER BOATING
7.1 INTRODUCTION
SCHOOL APPLICATION
Power boating as an outdoor pursuit is a mode of travel which allows students to learn new skills in a marine environment and hence may be used as part of an Outdoor Education program.

NEED FOR SEQUENTIAL PROGRAM
Power boating activities can be extremely valuable when used in a logical, sequential program of instruction, but are of little value as one-off activities or when used for unrelated fun-type purposes. In a comprehensive power boating program, many skills need to be developed before entering the water.

MAJOR RISKS
The major injury concerns that may occur during power boating activities are:
- Drowning: victims falling overboard if boat flips
- Sunburn: unprotected exposure to sun
- Open cuts/wounds: propeller injury

7.2 TEACHER/ASSISTING ADULTS/INSTRUCTORS QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

KNOWLEDGE AND EXPERIENCE
The centre from which the lessons/sessions are being conducted must be an approved/endorsed Australian Yachting Federation training establishment that holds a current valid certificate to demonstrate this.

ACCREDITATION
The generally accepted and recognised minimum form of accreditation currently available in Western Australia is the Level 3, Instructor’s Certificate of the Australian Yachting Federation. At least one instructor in each activity must hold this accreditation or an equivalent national or international accreditation. There is a basic requirement to maintain currency of the Australian Yachting Federation accreditation.

Instructors of power boating activities must hold at least a senior first aid certificate or some equivalent first aid accreditation.

Where teachers attend and participant in an organised course with a school group, it is recommended that the teacher hold the Small Craft Proficiency Certificate.

USE OF OUTSIDE INSTRUCTORS
Teachers have a duty of care under common law to take reasonable steps to avoid acts and omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be passed on to instructors or any other person other than another teacher.

While instructors can be utilised to provide specialist instruction to students, the overall duty of care remains with the teacher even if an outside instructor is conducting the activity. School should ensure that outside instructors are appropriately qualified and accredited.
Because public liability insurance is granted only to operators who conform to a minimum standard of current best practice, schools engaging the services of outside instructors must obtain written confirmation that these instructors have specific insurance coverage for power boating activities.

In determining an instructor’s ability to manage activities the following should be checked:

- Past history
- Recent teaching and personal experience
- Records of rescue and first aid accreditation and of any inservice training in relevant areas.

### 7.3 STUDENT QUALIFICATIONS, EXPERIENCE & RESPONSIBILITIES

#### PREPARATION

A student must be a minimum of 14 years of age to be able to sit the Small Craft Proficiency Certificate examination. All students should be capable of remaining calm and able to support themselves in the water some distance from the shore. Students involved should be able to demonstrate proficiency by swimming at least 400 metres. Possession of a swim certificate equivalent to Bronze Medallion would be an advantage.

#### RATIOS

It is important to recognise the teacher/assisting adult/instructor: a student ratio is dependent upon the following considerations:

- Type of craft in use
- Environment in which the activity is occurring
- Type of hazards inherent in that area
- Level of probability that the identified hazards may cause injury and the type of injury that may occur
- Minimum ability of the students
- Qualifications of the leader and students

As a guide to best practice (assuming compliance to standards relating to the above safety factors) the indicative ratio is illustrated below.

**Power boating:** 1:8

The instructor should have a maximum of six craft under their supervision at any one time. Consideration should be given to reducing this number when:

- The students’ experience and skills are in their infancy
- If prevailing wind and weather conditions are unfavourable.

### 7.4 SAFETY CONSIDERATIONS

#### PRE-ACTIVITY

Briefing students about the program, including use of equipment. Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students. Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students. Establishing the roles of the assisting adults. Students should be aware of boating rules.
Ensure students have successful completed knowledge and performance requirements.
Ascertain any medical condition of a participant that may affect performance. Special note should be made of medication, dosages, time to be taken, location of the medication and the effect if dosages are missed.
The teacher-in-charge must have a copy of all planning documents, including student detail forms. A further copy should be given to the school contact person.

DURING ACTIVITY
The teacher-in-charge must test the area themselves or an appropriately qualified person for the activity before deeming the venue suitable.
Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending of the venue.
A roll check must be called before entering and after leaving the water.
The area must be in clear view of the observer.
The activity area should be clearly defined.
The instructor must constantly evaluate the physical and mental performance of students.
Staff responsible for the safety of students must be changed and ready to enter the water at all times and students on shore must be adequately supervised.
The personal judgement of the student must be respected at all time.
Time limits for the activity must be decided before entering the water.

EMERGENCY SITUATIONS
Emergency provisions must include planning for rescue situations to be undertaken by teachings/assisting adults/instructors of the activity. Consideration should also be given for the ability of the teacher-in-charge to contact external emergency services where rescue operation requirements exceed the skills and expertise of the supervising teacher/assisting adults/instructor.
A rescue craft must be available and ready to respond quickly in the event of an emergency.

7.5 SAFETY EQUIPMENT
STUDENT EQUIPMENT
Students must wear as a minimum an approved Personal Flotation Device (PFD 1 OR 2) at all times.
Sunscreen.
Sun hats.
Appropriate clothing for protection against warm and cool weather.
Craft must be constructed or fitted with additional aids to be buoyant when swamped.
All craft must carry statutory safety equipment as prescribed by the Department of Transport.
Students should be restricted to a maximum engine size of 6hp (4.5kw) unless accompanied in the craft by an instructor/teacher.
EMERGENCY EQUIPMENT
A powered rescue craft must be available for instruction and group control on the water. Persons using these craft must be competent in their handling and must hold a current Small Craft Proficiency Certificate. A minimum ratio of one rescue craft to six craft should be maintained. Where there is more than one instructor they must be in separate craft. First aid kit. A support/transport vehicle must be readily available at the selected location.

7.6 VENUES, LOCATION
The teacher must check with the Department of Transport as to whether there are any restrictions on the use of the location chosen. The teacher-in-charge must be familiar with the area chosen and ensure that no dangers exist. The teacher-in-charge/instructor must ensure that the venue/water conditions are matched to the students’ level of ability and experience. Consideration needs to be given to tides, currents, wind eddies, rocks, shallows or any other particular navigational hazards. The area of operation must be defined. The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.

7.7 WEATHER CONDITIONS
Teachers/assisting adults/instructors need to constantly monitor conditions, as these can change very rapidly. Weather conditions must be closely studied before proceeding beyond protected waters (weather forecasts for local waters are available by telephone on 1196).

7.8 FURTHER INFORMATION
ORGANISATION TO CONTACT
Marine Education Centre
Riverside Drive (Cnr Pier St), East Fremantle 6158
Phone: 9339 7851

WA Yachting Association
PO Box 3073, Broadway, Nedlands 6909
Phone: 9386 2438
Email: ywa.office@wa.yachting.org.au
Website: www.wa.yachting.org.au

The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200 Fax: 9383 9922
Email: rlsswa@msn.com.au
8. SNORKELLING
8.1 INTRODUCTION
SCHOOL APPLICATION
Snorkelling applies to activities using mask, snorkel and fins and is distinct from any diving in which compressed air is supplied. Snorkelling may be treated as an advanced skill for upper primary children. In the lower secondary school, snorkelling may be included in one of the Aquatics modules of General Physical Education or as a part of Physical Recreation or Specialised Physical Education.

Snorkelling may also be included as a practical component in Physical Education Studies courses in Years 11 or 12 or incorporated into most Outdoor Education courses in Years 8 to 10, or as an adjunct to a mode of travel in the Year 11 and 12 Outdoor Education Studies courses.

NEED FOR SEQUENTIAL PROGRAM
Snorkelling activities can be extremely valuable when used in a logical, sequential program of instruction. In a comprehensive snorkelling program, many skills need to be developed before entering the ocean.

The major injury concerns that may occur during snorkelling activities are:
- Drowning: victims being swept out beyond depth and unable to return to a position where they can stand due to rip currents or off-shore winds
- Spinal damage: victim dumped by waves, impact on hitting the bottom when diving
- Sunburn: unprotected exposure to sun
- Marine stingers: especially during the months from December-March
- Open cuts/wounds: caused by reefs

8.2 TEACHER/ASSISTING ADULT/INSTRUCTOR QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES
KNOWLEDGE AND EXPERIENCE
Teachers/assisting adults/instructors should be:
- Proven competent swimmer and snorkeler
- Possess first-hand knowledge of the dive site
- Experienced in identifying and setting up a safe working area
- Capable of effecting a rescue for any situation (not restricted to the immediate working area)
- Competent in basic first aid
- An understanding and ability to interpret long and short range weather forecasts (weather forecasts for local waters are available by telephone on 1196)
- Ability to constantly evaluate environmental conditions before and during activities
- Ability to constantly assess and evaluate physical performance of the students
- Preparedness to cancel activity if conditions are adverse.

ACCREDITATION
Catholic schools in Western Australia recommend the START (School Teacher Aquatic Resuscitation Training) qualification because it combines surf and still water risk management. This qualification is valid for 12 months. The generally accepted and recognised form of accreditation currently available in Western Australia is the Royal Life Saving Society Bronze Medallion. At least one instructor in each snorkelling activity must hold this accreditation or an equivalent national or
international accreditation. There is a basic requirement to maintain currency of the Royal Life Saving accreditation.

A teacher/assisting adult/instructor supervising swimming activities must hold one of the following accreditations when undertaking this activity:

- School Teacher Aquatic Resuscitation Training (START)
- Royal Life Saving Society- Bronze Medallion
- Surf Life Saving-Surf Rescue Certificate

Instructors of snorkelling activities must hold at least a senior first aid certificate or some equivalent first aid accreditation.

It is strongly recommended that teachers complete a basic scuba-diver award if driving in marine environments over a depth of 5 m.

**USE OF OUTSIDE INSTRUCTORS**

Teachers have a duty of care under common law to take all reasonable steps to avoid acts and omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be passed on to instructors or another person other than another teacher.

While instructors can be utilised to provide specialist instruction to students, the overall duty of care remains with the teacher even if an outside instructors are appropriately qualified and accredited.

Because public liability insurance is granted only to operators who conform to a minimum standard of current best practice, schools engaging the services of outside instructors must obtain written confirmation that these instructors have specific insurance coverage for snorkelling activities.

In determining an instructor’s ability to manage snorkelling activities, the following should be checked:

- Their past history
- Recent teaching and personal experience
- Records of rescue and first aid accreditation and of any inservice training in relevant areas.

**8.3 STUDENT QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES**

**PREPARATION**

All students should be capable of remaining calm and able to support themself in the water some distance from the shore.

Students involved should be able to demonstrate proficiency by swimming at least the maximum distance they would venture from the shore.

Students must have trained in the following before being permitted to venture beyond 1.5 metres depth:

**Practical:** ditching weight belt, clearing flooded snorkel, equalising ears, snorkelling with flooded mask or no mask, hand signals, clearing flooded mask, entry and exit methods and rescue techniques.
**Theory**: buoyancy control, dangers of separation from group, hyperventilation, hypothermia, barotraumatic squeeze, dangerous marine animals and attitude responsibilities and attitudes necessary to undertake snorkel driving.

Students must have a thorough understanding of and experience in ‘buddy systems’ and communication systems.

**RATIOS**

It is important to recognise the teacher/assisting adult/instructor: student ratio is dependent upon the following considerations:

- Environment in which the activity is occurring
- Type of hazards inherent in that area
- Level of probability that the identified hazards may cause injury and the type of injury that may occur
- Minimum ability of the students
- Qualifications of the teachers/assisting adults/instructors and students.

As a guide to best practice (assuming compliance to standards relating to the above safety factors) indicative ratios are illustrated below.

- **Pool**: 1 instructor to 22 students (in the water at one time)
- **Sheltered water**: 1 instructor to 12 students
- **Open water**: 1 instructor to 8 students
- **Night drives**: 1 instructor to 4 students

Consideration should be given to reducing this ratio when:

- The students’ experience and skills are in their infancy
- If prevailing wind and weather conditions are unfavourable.

**8.4 SAFETY CONSIDERATIONS**

**PRE-ACTIVITY**

Pre-dive checks must be carried out.

Pre-dive briefing of students about the program, including use of equipment.

Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students.

Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students.

Establishing the roles of the assisting adults.

Ensure students have successful completed knowledge and performance requirements.

Ascertain any medical condition of a participant that may affect performance. Special note must be made of medication, dosages, time to be taken, location of the medication and the effect of dosages are missed.
The teacher-in-charge must have a copy of all planning documents, including student detail forms. A further copy should be given to the school contact person.

Role of buddy swimmers.

**DURING ACTIVITY**

The teacher-in-charge must test the area themselves or an appropriately qualified person for the activity before deeming venue suitable.

Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending on the venue.

A roll check must be called before entering and after leaving the water.

The area must be in clear view of the observer.

The activity area should be clearly defined (by markers on the beach or natural features) and not exceed 200 metres along the shore.

The teacher/assisting adults/instructor must constantly evaluate the physical and mental performance of students.

At least one of the supervising staff is to remain out of the water, maintaining constant watch over the dive location.

Staff responsible for the safety of students must be changed and ready to enter the water at all times and students on shore must be adequately supervised.

Accompanying power craft (if any) must conform to the Navigation and Survey regulations and be skippered by a qualified adult holding a TL3 or equivalent.

Limits must be set on group movements (particularly depth).

The duration of the activity is dependent on experience, weather and quality of wet suits worn.

Time limits for the activity must be decided before entering the water.

A ‘buddy system’, in which students are paired to work together, is to be maintained at all times.

Logs must be completed after each dive.

All members of the group must be involved in a post-dive debriefing.

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**MINIMUM IMPACT**

Divers are no to collect any natural objects or relics while on their dive unless a licence has been obtained for marine study. Objects taken for this purpose must be returned after examination.

Marine life can be picked up but must be returned to the same spot. If rocks are turned over, they must be replaced as found.
EMERGENCY SITUATIONS

Emergency provisions should include planning for rescue situations to be undertaken by teachers/assisting adults of the activity. Consideration should also be given for the ability of the teacher-in-charge to contact external emergency services where rescue operation requirements exceed the skills and expertise of the supervising teachers/assisting adults/instructors.

8.5 SAFETY EQUIPMENT

STUDENT EQUIPMENT

The following equipment is recommended for each student in the water:

- Appropriate clothing for protection against warm and cool weather
- Boots and gloves may be considered
- Mask fitted with safety glass and finger holes for equalising pressure
- Weight belt fitted with quick-release buckle
- Fins (flippers)
- Suitable snorkel with safety colour top, attached to mask.
- A buoyancy compensator may be worn.
- For the group as a whole, there must also be a ‘driver’s below’ flag, which is the international letter ‘A’
- Sunscreen

Additional equipment for night dives includes:

- cyalumes to be attached to snorkels of all participants.
- there should be one torch per person with fresh batteries.
- A bright light must be placed on the beach for reference

No spear guns, hand spears or slings are allowed.

EMERGENCY EQUIPMENT

The leader must carry a whistle.

Adequate safety devices eg rescue board and/or rescue tube and safety boat, as required.

First aid kit appropriate for snorkelling activities.

A support/transport vehicle must be readily available at the selected location.

8.6 VENUES, LOCATION

Teacher/assisting adults/instructors must ensure that the venue conditions are matched to students’ level of ability and experience.

The teacher/assisting adults/instructor in charge of the activity must have first-hand knowledge of the dive site. Open water site must be marked with a diver’s flag displayed in a recognised fashion.

Dive sites should also have:

- Safe entry and exit points with minimal water movement
- No obvious dangers, such as boat traffic or fishermen
• Absence of strong current
• Stable weather and water conditions
• A minimum visibility of 3 metres under water

Local information/advice should be obtained from surf clubs or beach inspectors.

The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.

8.7 WEATHER CONDITIONS

Teachers/instructors need to constantly monitor conditions, as these can change very rapidly.

8.8 FURTHER INFORMATION

ORGANISATIONS TO CONTACT
Department of Sport and Recreation
246 Vincent Street, Leederville 6007
Phone: 9492 9700   Fax: 9492 9711
Email: info@dsr.wa.gov.au
Website: www.dsr.wa.gov.au

The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200   Fax: 9383 9922
Email: risswa@msn.com.au
9. SCUBA DIVING
9.1 INTRODUCTION

SCHOOL APPLICATIONS

Scuba diving is defined as underwater swimming involving the use of self-contained underwater breathing apparatus. Scuba diving is mainly undertaken as a module of Physical Recreation or as a practical unit in Physical Education Studies in Years 10 to 12.

NEED FOR SEQUENTIAL PROGRAM

Before commencing a scuba diving course, schools must ensure that sufficient time is available to complete all the requirements (AS 4005.1).

Scuba diving activities can be extremely valuable when used in a logical, sequential program of instruction. In a comprehensive scuba diving program, many skills need to be developed before entering the ocean.

Scuba diving is considered inappropriate for primary school students for the following reasons:

- the degree of responsibility and maturity required to deal with the activity itself and to adequately process that experience is not usually found among younger students.
- educational opportunities in secondary school programs might be foregone
- the equipment used in often poorly suited to lighter and smaller individuals.

MAJOR RISKS

The environment, equipment used and the level of training provided can influence the nature of hazards associated with scuba diving. Caution is required to ensure all potential risks are controlled. The major injury concerns that may occur during scuba diving activities are:

- Drowning: running out of oxygen, barotrauma, failure to ditch weight belt
- Marine stingers: especially during the months from December-March
- Hypothermia: extended duration in water

9.2 TEACHER/ASSISTING ADULT/INSTRUCTOR QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

KNOWLEDGE AND EXPERIENCE

 Teachers/instructors should be:
- accredited competent scuba diving instructors
- possess first-hand knowledge of the dive site
- experienced in identifying and setting up a safe instructional area
- capable of effecting a rescue for any situation (not restricted to the immediate instructional area)
- competent in basic first aid
- have an understanding and ability to interpret long and short range weather forecasts (weather forecasts for local waters are available by telephone on 1196)
- ability to constantly evaluate environmental conditions before and during activities
- ability to constantly assess and evaluate physical performance of the students
- preparedness to cancel activity if conditions are adverse.
ACCREDITATION

The teacher/instructor must hold current National Accredited Scuba Coach Level 2 (Scuba Instructor) or its approved equivalent for all courses. For the Advanced and Master Diver qualification courses, the instructor must also hold approved accreditation to instruct that specific course. There is a basic requirement to maintain currency of the above accreditations.

Support staff (assistants) must hold current National Accredited Scuba Coach Level 1 or its approved equivalent.

Instructors of scuba activities must hold at least a senior first aid certificate or some equivalent first aid accreditation.

Instructors of scuba activities must hold an oxygen resuscitation accreditation.

It is strongly recommended that teachers complete a basic scuba diver award if diving in marine environments over a depth of 5m.

Where a power craft is required to accompany divers, the vessel must be skippered by an adult holding a coxswain's ticket.

USE OF OUTSIDE INSTRUCTORS

Teachers have a duty of care under common law to take all responsible steps to avoid acts and omissions where it can be reasonably foreseen that an injury may occur and that steps are taken to remove any inherent dangers. This duty of care cannot be passed on to instructors or any other person other than another teacher.

While instructors can be utilised to provide specialist instruction to students, the overall duty of care remains with the teacher, even if an outside instructor is conducting the activity. Schools should ensure that outside instructors are appropriately qualified and accredited.

Because public liability insurance is granted only to operators who conform to a minimum standard of current best practice, school engaging the services of outside instructors must obtain written confirmation that these instructors have specific insurance coverage for scuba diving activities.

In determining an instructor's ability to manage snorkelling activities the following should be checked:

- their past history
- recent teaching and personal experience
- records of rescue and first aid accreditation
- any in service training in relevant areas.

9.3 STUDENT QUALIFICATIONS, EXPERIENCE AND RESPONSIBILITIES

PREPARATION

Students must have a current medical certificate from an approved medical partitioner indicating that they are fit to undertake scuba diving.
Written parental permission must be obtained before accepting a student for enrolment.

A comprehensive session on the suitability of equipment should be included in all courses.

**INTRODUCTION OR ENTRY LEVEL**

Students involved must be able to demonstrate proficiency by swimming at least 200m and trading water for ten minutes. Possession of a swim certificate equivalent to Bronze Medallion would be an advantage.

**ADVANCED AND MASTER LEVEL**

Approved entry level dive qualifications plus any other prerequisites as laid down by the instructor body for the course the students are undertaking.

Students should have at least four hours in a pool or enclosed water area before advancing to open water.

Students must have trained in the following before being permitted to venture beyond 1.5 metres depth:

**PRACTICAL**
Ditching weight belt, clearing flooded snorkel, equalising ears, snorkelling with flooded mask or no mask, hand signals, clearing flooded mask, entry and exit methods and rescue techniques.

**THEORY**
Buoyancy control, dangers of separation from group, hyperventilation, hypothermia, barotraumatic squeeze, dangerous marine animals and attitude: responsibilities and attitudes necessary to undertake snorkel diving.

Students must have a thorough understanding of and experience in ‘buddy systems’ and communication systems.

**RATIOS**
It is important to recognise the teacher/instructor: student ratio is dependent upon the following considerations:

- Environment in which the activity is occurring
- Type of mazards inherent in that area
- Level of probability that the identified hazards may cause injury and the type of injury that may occur
- Minimum ability of the students
- Qualifications of the leader and students.

As a guide to best practice (assuming compliance to standards relating to the above safety factors) indicative ratios are illustrated below.

Pool:  
1 instructor to 10 students  
1 instructor, 1 assistant to 12 students  
1 instructor, 2 assistant to 16 students
Open Water: 1 instructor to 8 students
1 instructor, 1 assistant to 8 students
(maximum of 1 assistant)

Consideration should be given to reducing this ratio when:

- The students experience and skills are in their infancy
- If prevailing wind and weather conditions are unfavourable.

**NOTE:** The maximum instructor: student ratios should only be used toward the latter stages of training and when water conditions (current, visibility, temperature, waves and wind) are favourable.

## 9.4 SAFETY CONSIDERATIONS

### PRE-ACTIVITY

Pre-dive checks must be carried out.

Pre-dive briefing of students about the program, including use of equipment.

Appropriate methods of communication (ie megaphone, air-horns, whistles) must be determined prior to the activity and clearly understood by all students.

Appropriate emergency procedures and signals must be determined prior to the activity and clearly understood by all students.

Establishing the roles of the assisting adults.

Ensure students have successfully completed knowledge and performance requirements.

Ascertain any medical condition or a participant that may affect performance. Special note should be made of medication, dosages, times to be taken, location of the medication and the effect if dosages are missed.

The teacher-in-charge must have a copy of all planning documents, including student detail forms. A further copy should be given to the school contact person.

### DURING ACTIVITY

The teacher-in-charge must test themselves or an appropriately qualified person for the activity before deeming the venue suitable.

Vigilant supervision of students is vital at all times. Static and/or mobile supervision is to be undertaken depending on the venue.

A roll check must be called before entering and immediately on return to the beach or diving platform.

The area must be in clear view of the observer.
The teacher/instructor must constantly evaluate the physical and mental performance of students.

Staff responsible for the safety of students must be changed and ready to enter the water at all times and students on shore must be adequately supervised.

Accompanying power craft (if any) must conform to the Navigation and Survey regulations.

Limits must be set on group movements (particularly depth).

Movement of the group must be clearly defined.

The duration of the activity is dependent on experience, weather and quality of wet suits worn.

Time limits for the activity must be decided before entering the water.

A ‘buddy system’, in which students are paired to work together, is to be maintained at all times.

Logs must be completed after each dive.

All members of the group must be involved in a post-dive debriefing.

**MINIMUM INPUT**

Divers are not to collect any natural objects or relics while on the dive unless a licence has been obtained for marine study. Objects taken for this purpose must be returned after examination. Marine life can be picked up but must be returned to the same spot. If rocks are turned over, they must be replaced as found.

**EMERGENCY SITUATIONS**

Emergency provisions should include planning for rescue situations to be undertaken by teachers/assisting adults/instructors of the activity. Consideration should also be given for the ability of the teacher-in-charge to conduct external services where rescue operation requirements exceed the skills and expertise of the supervising teachers/assisting adults/instructors.

The contact number for all diving accidents and medical problems must be readily available at all times.

Instructors must know the location of the nearest recompression chamber.

Large waves, rips or tides preclude diving.

School groups must not engage in any diving activities that involve decompression.

Repetitive diving is not recommended. If undertaken, the situation must be highly controlled and the second dive must not exceed nine metres.
9.5 SAFETY EQUIPMENT

STUDENT EQUIPMENT

The following equipment is required for each student in the water and must comply with recognised safety standards and where an Australian Standard exists these guidelines must be followed:

- Buoyancy compensator with scuba feed inflation device
- Mask fitting with safety glass and finger holes for equalising pressure
- Weight belt with quick release buckle
- Fins (flippers)
- Wet/dry suit including hood, boots and gloves are also strongly recommended (prevent onset of hypothermia)
- Suitable snorkel attached to mask
- Air cylinders to Australian Standards (AS) specifications with current test stamp
- Single-hose regulator fitted with submersible pressure and depth gauges and an octopus second stage
- Diver’s knife
- A watch per buddy pair (one each is preferred).

For the whole group there must also be:

- First aid kit appropriate to scuba activities including oxygen equipment
- A ‘diver’s below’ flag, which is the international letter ‘A’. A large float with a dive flag attached is required where boats may be encountered or if the group swims more than 50 metres from the shore.

All equipment must be checked by the instructor before use.

No spear guns, hand spears or slings are allowed.

EMERGENCY EQUIPMENT

The leader must carry a whistle.

Adequate safety devices eg Rescue Board and/or Rescue Tube and safety boat, as required.

First aid kit appropriate to snorkelling activities.

A support/transport vehicle must be readily available at the selected location.

9.6 VENUES, LOCATION

The teacher/instructor in charge of the activity must have first-hand knowledge of the dive site.

Leaders must ensure that the venue is matched to students’ level of ability and experience.

The instructor in charge of the activity must have first-hand knowledge of the dive site.

Open water site must be marked with a diver’s flag displayed in a recognised fashion.
Dive sites should also have:

- Safe entry and exit points with minimal water movement
- No obvious dangers, such as boat traffic or fishermen.
- A current less than 0.5 knot
- Stable weather and water conditions
- A minimum visibility of 3 metres under water

For introductory or Entry Diving Courses, the depth of the dive location must not exceed 15 metres.

For the Advanced or Master Diving Courses, dives must not exceed 30 metres.

Diving into caves or shipwrecks, which prevent direct access to the surface, or conditions of restricted visibility or at night requires that students hold the relevant certificates or to be in training for them.

In open water, the diving site should be clearly defined.

Local information/advice should be obtained from dive shops.

The venue chosen must be directly accessible to an ambulance service or indirectly via a 4WD.

9.7 WEATHER CONDITIONS

Teachers/instructors need to constantly monitor conditions, as these can change very rapidly.

9.8 FURTHER INFORMATION

ORGANISATIONS TO CONTACT

Marine Education Centre
Riverside Road (Cnr Pier St), East Fremantle 6158
Phone: 9339 7851

Department of Sport and Recreation
246 Vincent Street, Leederville 6007
Phone: 9492 9700    Fax: 9492 9711
Email: info@dsr.wa.gov.au
Website: www.dsr.wa.gov.au

The Royal Life Saving Society Australia-WA Branch
PO Box 28, Floreat 6014
Phone: 9383 8200    Fax: 9383 9922
Email: rlsswa@msn.com.au

SEE QUALIFICATION AND TRAINING ATTACHMENT