



## POLICIES

# Leschenault Catholic Primary School

## Topic Swimming

Policy No: 2-B4

Policy Area: Education

Updated: 2016

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## SWIMMING

### 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 (eg 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 tiles, 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.

#### 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](http://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 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 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 calm 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.

Swimming and Water Safety Instruction in still water 1.16 primary schools

1.32 secondary schools

Competitive Swimming 1.32

Excursions 1.12

Excursion in open water 1.8

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 successfully 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 tiles, 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
- recent teaching and personal experience
- records of rescue and first aid accreditation and any in service training in relevant areas.

## 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: [siswa@siswa.asn.au](mailto:siswa@siswa.asn.au)

Surfing Western Australia

PO Box 382, North Beach 6020

Phone: 9448 0004 Fax: 9447 0309 Email: [surfwa@inf.net.au](mailto: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](mailto: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 instructors 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 themselves 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 capsizing 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 be 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 woollens 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 lightning 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 boats '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 themselves 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 exists.

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

vary 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](mailto:ywa.office@wa.yachting.org.au)

Website: [www.wa.yachting.org.au](http://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](mailto:ywa.office@wa.yachting.org.au)

Website: [www.wa.yachting.org.au](http://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](mailto: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 themselves 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 successfully 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.

#### MINIMUM IMPACT

Divers are not 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](mailto:info@dsr.wa.gov.au)

Website: [www.dsr.wa.gov.au](http://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](mailto: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 is 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 practitioner 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 treading

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 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.

Pool: 1 instructor to 10 students

1 instructor, 1 assistant to 12 students

1 instructor, 2 assistant to 16 students

(maximum of 2 assistants)

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.

#### 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.

#### 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.

#### 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](mailto:info@dsr.wa.gov.au)

Website: [www.dsr.wa.gov.au](http://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](mailto:rlsswa@msn.com.au)

#### SEE QUALIFICATION AND TRAINING ATTACHMENTSCHOOL 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 (eg 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 tiles, 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.

### 3.4 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](http://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 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 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.

Swimming and Water Safety Instruction in still water 1.16 primary schools

1.32 secondary schools

Competitive Swimming 1.32

Excursions 1.12

Excursion in open water 1.8

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 successfully 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](mailto: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 tiles, 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 or 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
- recent teaching and personal experience
- records of rescue and first aid accreditation and any in service training in relevant areas.

#### 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: 9244 1222 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: capsized 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 interpret 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 are 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 instructors have specific insurance coverage for canoeing activities.

In determining an 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 themselves 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 woollens 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 lightning 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](mailto: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](mailto: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](mailto:infor@dsr.wa.gov.au)  
Website: [www.dsr.wa.gov.au](http://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-tosail

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 boats '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 themselves 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

vary 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](mailto:ywa.office@wa.yachting.org.au)

Website: [www.wa.yachting.org.au](http://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](mailto: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](mailto:ywa.office@wa.yachting.org.au)

Website: [www.wa.yachting.org.au](http://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](mailto: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 themselves 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

skipped 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.

#### MINIMUM IMPACT

Divers are not 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](mailto:info@dsr.wa.gov.au)

Website: [www.dsr.wa.gov.au](http://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](mailto: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 is 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 practitioner 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 treading

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 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.

Pool: 1 instructor to 10 students

1 instructor, 1 assistant to 12 students

1 instructor, 2 assistant to 16 students  
(maximum of 2 assistants)

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.

#### 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.

#### 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.

#### 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](mailto:info@dsr.wa.gov.au)

Website: [www.dsr.wa.gov.au](http://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](mailto:rlsswa@msn.com.au)

SEE QUALIFICATION AND TRAINING ATTACHMENTval scull for 60 seconds WATER WISE

Swim 50m Year 6 Year 7 Year 8 Year 9 SWIM & SURVIVE Swim 200m Swim 100m wearing

clothing, survival scull for 10 minutes Stride entry SENIOR SWIM & SURVIVE/ WADE RESCUE

Swim 300m Reach, throw and wade rescues Dive 1.2 metres DRABC ACCOMPANIED RESCUE

Swim 200m Accompanied rescues Defensive techniques Dive 1.5 metres Mouth to mouth

resuscitation BRONZE STAR Swim 300m in 10 minutes Tow partner 20m Underwater search

Rescue initiative Year 5 Dresses in shorts and t-shirt survival scull for 2 minutes JUNIOR

SWIM & SURVIVE Swim 100m Dive entry Correctly fit PFD Using rope/towel pull a partner to

safety Year 10-12 BRONZE MEDALLION Swim 400m in 13 minutes Tow partner 50m Spinal

holds Rescue initiative CRP • 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](http://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 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 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.

Swimming and Water Safety Instruction in still water 1.16 primary schools 1.32 secondary schools  
Competitive Swimming 1.32 Excursions 1.12 Excursion in open water 1.8

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 successfully 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:

swwa@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 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 tiles, 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 • recent teaching and personal experience • records of rescue and first aid accreditation and any in service training in relevant areas.

**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 are 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 instructors 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 themselves 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 be 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 woollens 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 lightning 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 boats '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 themselves 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 exists. 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 vary 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](mailto:ywa.office@wa.yachting.org.au) Website: [www.wa.yachting.org.au](http://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](mailto: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 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, 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 themselves 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 successfully 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.

**MINIMUM IMPACT** Divers are not 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 is 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 practitioner 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 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.

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

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.

**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.

**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.

**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@dsw.wa.gov.au](mailto:info@dsw.wa.gov.au) Website: [www.dsw.wa.gov.au](http://www.dsw.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](mailto:rlsswa@msn.com.au) SEE QUALIFICATION AND TRAINING ATTACHMENT