

Pt Peron Camp School – Excursion Checklist – Point Peron Foreshore

Part of the Department of Education and Training Network of Camp Schools

PURPOSE OF THE EXCURSION

The aim is for students to participate in and enjoy a range of outdoor marine (including aquatic based) activities, which will contribute to the development of their knowledge and understanding of the Point Peron Marine Park, their confidence, self-esteem, motivation, enthusiasm, skill level, fitness, initiative, and self-discipline.

Participation in these activities will contribute to the development of interpersonal skills such as assertive communication, negotiation, conflict resolution, cooperation and leadership. The student will be challenged to accept responsibility, to act responsibly and to contribute effectively to groups and teams.

ACTIVITIES

Flat water canoeing

Raft making

Swimming

Sea Kayaking

Snorkelling

Wave Skiing - Basic

Leadership activities

Reef Walking

Aquatic team games

1. ASSESS THE RISKS

1.1 Assessment of the swimming environment

The site has been assessed according to potential risk of accidents or injuries, factors analyzed include:

- Depth range and expanse of water;
- Water visibility;
- Hazards, e.g. debris, submerged trees, rocks, reef etc.
- Effects of prevailing winds;
- Potential for injury from falling or wind blown objects;
- Likelihood of bites and stings;
- Water temperature;
- Shade availability;
- Ease of launching and recovering equipment;
- Ease of supervision;
- Ability to execute a rescue;
- Likelihood of having to share the venue;
- Distance from emergency services;
- Vehicle access; and,
- Mobile phone reception;

and is considered to be appropriate for this excursion.

- I am a qualified supervisor who is qualified as an examiner with Surf Life Australia of the Surf Bronze. I have conducted excursions at this type of location on a regular basis for thirteen (15) years without any major incident. I give you my assurance that I am familiar with this specific location, at all times of year and under all conditions.
- The activity area is clearly defined by a combination of obvious landmarks, a white sandy beach with shallow water entry suitable for any ability, clearly defined pathways and gravel tracks and strategically placed buoys.
- Rescue equipment in the form of a kayak, rescue tubes and a throw rope is provided.
- My experience and local knowledge of this venue allows me to cater for changes in activity depending upon weather conditions or other risk factors.

Pt Peron Camp School – Excursion Checklist – Point Peron Foreshore
Part of the Department of Education and Training Network of Camp Schools

- I am a qualified teacher with DET with 25year experience. There is no need to seek advice from other bodies.

1.2 Assessment of the students' water skills and abilities

- All parent or guardians of students participating in this excursion are required to indicate the child's swimming ability in relation to this excursion on a "Medical and Water Based Authority Form" (attached). Should the parent indicate any uncertainty the child will be required to satisfy me of their ability. This will take the form of a verbal and / or practical assessment. If any doubt still exists in my mind I will always err on the side of caution and place restrictions on the parameters of the child's participation.
- Students who do not have the required skills and abilities will have been, through the process described above, identified. Additional safeguards and restrictions will be enforced for these students, including:
 - Reducing the level of their involvement;
 - Limiting them to shallower, smaller, more directly supervised areas;
 - Provision of additional buoyancy aids;
 - "Buddying" them up with an adult.
 - Similar provision will be made for any student with special needs.
 - Each students "Medical and Water Based Authority Form" will provide accurate information regarding student medical and behavioural conditions.

1.3 Assessment of activities

- All activities and equipment have been assessed & comply with all DET regulations and guidelines.
- Activities and equipment are suitable for the students' age, experience and ability.
- Areas are defined for students that do not have the required skills and abilities and those with special needs. (For further details see 1.1 dot point three above.)
- Activity time will vary dependent on my continual assessment of the prevailing conditions and the skill and ability level of the students. I will personally be supervising the water based activities at all times in conjunction with the required ratio of supervisors. The Teacher-in-Charge will be responsible for rostering back up supervisors.

1.4 Assessment of the capabilities of the supervisory team

I have been a teacher for over twenty five (25) years and as previously mentioned have been responsible for planning, executing and supervising excursions at this type of location on a regular basis for fifteen (15) years. All without major incident.

I have:

- A proven record as a competent swimmer;
- Experience in identifying and establishing a safe activity environment;
- The capacity to effect a rescue from danger;
- The capacity to monitor weather and environmental conditions before and during activities;
- The capacity to monitor the physical performance of the students;
- The ability to make decisions with regard to moving or cancelling the excursion if conditions are adverse;

Updated as at 7th February 2005.

Pt Peron Camp School – Excursion Checklist – Point Peron Foreshore
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- The recognized qualification i.e. current Bronze Medallion and Resuscitation Certificate, Senior First Aid (St John Ambulance), TL3 Instructor, Coxswains Certificate.

1.5 Assessment of external providers

Not applicable

2. LEVEL OF SUPERVISION

Point Peron CS staff are clearly identified by their uniforms.

All staff are Department of Education and Training employees.

My team, the visiting school and myself will negotiate to jointly cover an appropriate number of qualified supervisors for the specific environment.

3. SUPERVISION STRATEGIES

On-site supervision strategies will include:

- Defining and re-defining the work area according to the prevailing conditions, the skill and ability of the students, and my assessment of the capabilities of the supervisory team;
- Strategic placement of supervisors in and around the work area;
- A combination of actively participating supervisors and non active supervisors required to constantly scan the area;
- A buddy and "buddy buddy" i.e. two pairs looking out for each other, system;
- A combined whistle and loud hailer communication system will be used to:
gain the attention of students,
to inform them of the need to buddy check,
to evoke an emergency response,
to signal a water check (land based head count) or safety stop (water based head count),
and to signal the end of the activity.
- Students will be required to gain permission prior to leaving the area for any reason e.g. toileting, or dressing, in which case they will also be required to be accompanied by their buddy.
- The rotation of school based supervisors will be the responsibility of the Teacher-in-Charge with changes most commonly occurring at the commencement of a rotation of activities.

4. IDENTIFICATION OF STUDENTS AND SUPERVISORS

- Seldom are there any other people at this venue. Being able to distinguish one group from another is, therefore not a problem. Should the need arise all students participating in the activity will be distinguished by wearing identification provided by the visiting school.
- Unless students can demonstrate obvious skills and abilities above the requirements of stage six (6) of the Education Department of Western Australia Swimming and Water Safety Continuum, any student who is yet to pass this stage will be required to wear a buoyancy vest for all water based activities.

5. PARENTAL INFORMATION

- All parents/guardians will need to be fully informed with respect to the purpose, venue or facility and nature of the water-based excursion. o
- Consent forms will need to be signed and recorded. o

Pt Peron Camp School – Excursion Checklist – Point Peron Foreshore
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6. COMMUNICATION STRATEGY

- The following whistle system will be implemented in conjunction with verbal instructions using a megaphone:
- one (1) blast of the whistle = stop and listen to verbal instructions;
- two (2) blasts of the whistle = buddy check followed by a buddy - buddy check;
- three (3) blasts of the whistle = activity finished;
- short blast in succession and arms waved above head = emergency, vacate the water at the nearest point and assemble in the designated area.
- Point Peron CS has mobile telephone communication.

7. PLANNING FOR EMERGENCIES

The Point Peron Camp School CRISIS RESPONSE plan for fire, fatalities, serious accident, contagious diseases and missing child is attached. Students will be advised that in the event of an emergency:

- First consideration should be given to self preservation;
- In case of a snake bite the students are reminded to move out of further harms way and for the victim to stay put;
- Supervisors are required to continually scan all students throughout any activity, and be fully conversant with the safety plan, should the need arise.
- Three blasts of the whistle will indicate to all students to assemble at the predetermined assembly area i.e. the beach area.

The safety plan will advise the teachers in charge who:

- Will administer first aid;
- Will ring emergency services by mobile phone (ambulance 000 , Police 000 or 95288000 and Camp School 95279222
- Teacher-in-charge to supervise students;
- Camp School Manager to co-ordinate evacuation should it be required.

8. SHARED RESPONSIBILITY WITH VENUE OR FACILITY

Roles and responsibilities are detailed in the Camp School Booklet.

Pt Peron Camp School – Excursion Checklist – Point Peron Foreshore
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9. BRIEFING FOR STUDENTS AND SUPERVISORS

- Students and supervisors will be sat down on arrival at the venue and I will brief them on:
 - The work area (in and out of bounds);
 - Specific dangers;
 - Buddy system and the buddy - buddy system;
 - Communication strategies;
 - Availability of food and drinks;
 - Change facilities;
 - Toilet facilities;
 - Requirement to gain permission before leaving the work area and the requirement to be accompanied by a buddy;
 - Rules,
 - Activity groupings;
 - The buoyancy characteristics of the canoes and other equipment being used;
 - What to do if they get into difficulty;
 - Emergency and evacuation procedures;
 - Rotation system;
 - Approximate activity time;
 - First aid facilities;
 - Standards of behavior required; and
 - Consequences for breaching requirements.

- I will require briefing from the teacher-in-charge, on:
 - Swimming ability of students;
 - Allergies, medical conditions, phobias etc of students;
 - Behavioral problems associated with any students;
 - Capabilities of the supervisory team; and,
 - Culturally and / or linguistically diverse students.

Teacher-in-charge _____ Date __/__/2005

I am satisfied that appropriate planning has taken place to ensure the duty of care to and safety of all participants.

Principal _____ Date __/__/2005