

**Blue Lagoon Christian Camp and Conference Centre**



# **Water Sports Standard Operating Procedure and Risk Management Plans**



**Knee Boarding, Water Skiing, Wake Boarding, Tubing**

Revised Sept 2019

## **OVERVIEW**

These activities are designed to provide a safe and enjoyable introduction for primary students (grades 3 – 6), Secondary students (grade 7 – 12) and adults (16years and older) in the basic skills of knee boarding, water skiing, wake boarding and tubing. All of these activities and boating related activities should comply with the MAST legislative requirements.

## **OUTCOMES**

By the conclusion of a session participants should be able to safely conduct themselves around a power boat. They should understand:

- The environmental hazards of being in a water environment – boat wash/wake, current flow, debris, local fauna, sun exposure.
- Physical hazards – power boat, other craft in the area, manual handling and lifting of equipment
- Communication signals – between the skier and the observer/boat driver
- Their responsibilities as an observer.

Participants should also be able to demonstrate self reliance and effective interpersonal skills- in working as part of a group eg. Appropriate use and care of equipment, assisting in packing equipment away and remaining within a defined area of the beach area.

## **PRE-REQUISITES**

There are no pre-requisites for this activity however it would be a significant advantage if the participants were confident in and around water, be capable of swimming 20 – 25m using any stroke as well as having a reasonable level of physical fitness.

## **INSTRUCTORS**

Our instructors should have the following qualifications to conduct a water sports session:

Instructor: Current Boat licence and Australian water ski and wakeboard federation level 1 coach. They should also have current senior first aid certification, CPR certification and Working with Vulnerable People registration card.

Assistant/trainee instructors: recommended that Assistant/trainees be working towards an aquatic qualification, have experience conducting and assisting others in water sports activities. They are also required to have a current Working with Vulnerable People registration card.

## **LOCATION**

Blue Lagoon currently conducts its water sports program on Frederick Henry Bay, Red Ochre beach, Seven Mile beach and Five Mile beach in Tasmania. This area is tidal fed and those conducting sessions should be familiar with the area, channels, weather and tidal currents.

## **PRIOR TO COMMENCING**

- Instructors should be familiar with the medical requirements of participants
- A pre activity check should be carried out to ensure equipment and boat are in good condition.
- Participants should be informed of the correct attire for the activity
- Ensure all teachers/helpers present are aware of the EMP for off site activities

## INITIAL INTRODUCTION AND PARTICIPANT BRIEFING

- Introduce self and other instructors.
- Check that the participants have brought the correct attire for the conditions eg. Hats, sunscreen, footwear, towels, warmer clothing if the weather on the day is cooler.
- Instruct the participants on how to correctly fit Personal Floatation Devices (PFD's) and wetsuits (if available)
- ensure the participants fit the PFD's correctly and check them to ensure they are in good condition
- If transporting the participants across water prior to the commencement of the activity each participant will need to be fitted with a PFD 1 or 2. (PFD 3's are suitable for use while participating in water sports activities but not for wear while in the boat.)
- Identify environmental hazards to the participants including shallow water, drop offs, strong currents, submerged rocks/logs in water, other water users, wharfs/jetties and the instructional area boundaries.
- Explain the hand signals used in water sports and have the participants practice them.

Faster - thumb up

Slower - thumb down

Turn around - circular helicopter motion above your head with your arm or hand

Home (back to shore or in the boat) - patting your head with your hand

Stop turn off engine – hand held in stop signal or drag finger across neck

Skier in water (fallen off)- driver or observer to hold one arm in air to signal other drivers in the area

- Responsibilities of the observer should be outlined to all participants. They must watch the skier/boarder and relay information to the boat driver as well as informing the driver if the skier/boarder falls off.
- If transport by boat is required to get to the activity area, participants should be instructed that they must remain seated while the boat is in transit and they should obey any instructions given by the boat driver.
- The maximum licensed limit of the craft must not be exceeded at any time.

## ON SHORE BRIEFING AND DEMONSTRATIONS

- **Getting Started, collecting equipment**

Have participants select a wetsuit (if available) and personal floatation device to fit. (PFD type 2 or 3 when participating/learning in the water and PFD type 1 or 2 when in the tow boat). These should be checked by instructors for correct adjustment prior to each board/ski run.

- **Equipment**

Show participants how to correctly fit their chosen board/skis and explain how to adjust the various fittings

Knee board- knee strap, how to do it up and adjust it

Wake Board- how to tighten/loosen bindings

Skis- how to adjust bindings to fit foot size.

The boat – any tow boat must be registered and comply with the current regulations of MAST.

How to enter/exit the boat safely from the shore/from in the water.

Hazards such as location of the propeller (difference between outboard/inboard motors), rope handling – boat crew - being aware of the rope as it feeds out to the boarder/skier, maintaining a seated position once the boat is underway.

- **General Safety considerations and communication**

Explain and clearly define boundaries and expectations of students waiting on shore.

Explain the A/C emergency and attention action plan, signalling (whistle blasts) and expectations of students both in the water/boat and those on-shore.

Explain the role/purpose of the observer.

Explain and demonstrate communication and hand signals between knee boarder/skier and observer/driver: ready, go faster, slow down, turn, back to the beach and cut/stop the motor.

How to signal your presence in the water to another water craft/ski boat if it is approaching you after falling off and how to signal to the observer you are "ok" having fallen off.

## **SPECIFIC ACTIVITY SAFETY AND INSTRUCTIONS**

### **Knee boarding**

- Knee strap only to be used loosely and just above the knees (low on thighs). The strap should not be too tight to prevent entrapment under the board when fallen. Knee strap should generally not be used until the student has gained sufficient confidence.
- Explanation and demonstration of the "crash or fall position/procedure"; let go of the handle, tuck and roll, push strap off the knees (if fitted), surface to the side of the board, signal immediately to the observer and driver "I am ok" by raising one hand well above the water for 3-4 seconds, move to collect knee board, lay on the board - maintain hold and await the boat's return and directions from the instructor.
- Explanation of the correct controlled dismount procedure: drop handle, hands to the front of the board and lay on stomach as the board slows, paddle to shore/the boat.
- Rope handling to prevent rope burn/entanglement: don't coil loose rope next to the knee boarder whilst in the water. Having fallen, as the boat motors slowly around behind the knee boarder they should pass the rope over their head so it is front of them whilst awaiting the handle.

### **Skiing (Doubles or singles):**

- Bindings to be set/adjusted correctly. It should not be so tight as to hinder removal, nor too loose, so they don't fall off prematurely.
- Explanation and demonstration of the "crash or fall position/procedure". Let go of the handle, tuck and roll, surface and keep skis on if ok, signal immediately to the observer and driver "I am ok" by raising one hand well above the water for 3-4 seconds, move to collect skis if they have come off and if able place skis back on and await the boats return and directions from the instructor.
- Explanation of the correct controlled dismount procedure: Drop handle, bend knees to lower centre of gravity and sit/fall gently backwards as the skis slow, remove skis and paddle or swim to shore/the boat with skis pushed in front.

### **Wake boarding**

- Bindings to be set/adjusted correctly. They should be firmly fitted so that the foot does slip out of them but not so tight as to hinder removal.
- Explanation and demonstration of the "crash or fall position/procedure". Let go of the handle, tuck and roll, surface and keep board on if ok, signal immediately to the observer and driver "I am ok" by raising one hand well above the water for 3-4 seconds, move to collect board if it has come off and if able place feet back into bindings and await the boats return and directions from the instructor.
- Explanation of the correct controlled dismount procedure: Drop handle, bend knees to lower centre of gravity and sit/fall gently backwards as the board slows. Remove feet from the bindings and paddle or swim to shore/the boat with board pushed in front.

### **Tubing**

- Tubes should be inflated appropriately and secured to the boat by a tow rope.

- Explanation and demonstration of the “crash or fall position/procedure”. Let go of the handles, tuck and roll, surface and signal immediately to the observer and driver “I am ok” by raising one hand well above the water for 3-4 seconds. Stay where you are in the water and await the boats return and directions from the instructor.
- As the tube passes by you grab hold of it and climb back in.

## **STARTING TECHNIQUES AND PRACTICE**

It is advisable to practice with accompanying instruction both starting position and riding technique/position on “dry land/shore” prior to attempting this in the water!

### **Knee boarding:**

- Starting position: If starting in shallow water (easier) - knees on board, strap low on thighs. Two students ("helpers") holding/supporting front of board (1 each side). Place handle directly on top of knee strap & hold both together tightly (For beginners this prevents the handle from moving around, which in turn creates stability). As boat accelerates, keep body weight back initially as the rope pulls tight to stop the board diving. Maintain straight back & once feeling comfortable/stable then release grip on knee strap (suggested that an Instructor signal can be used for this) and progress to regular knee boarding position (arms straight, back straight, shoulders back, head up - looking at boat).
- If starting in deep water (more difficult) – lay on stomach, both hands on the handle. Place knee strap over the front of the board (if this is to be used) and keep in place using elbows. Arms bent and elbows on the front third of the board, as boat accelerates draw knees up together under body (with elbows supporting most of body weight), to correct position on the board, sit up straight, pull strap up over knees (if used) arms straight, back straight, head up looking at the boat, maintain balance over the centre of the board.

### **Skiing (Doubles):**

- Starting position – in marginal/deep water (greater than waist deep): Remain relaxed, allow PFD to support weight (float) in the water, knees bent up to chest, arms straight (usually on the outside of the knees), skis close together with tips above the water (max shoulder width apart), tow rope between both skis, keep chin down, looking at the boat. As boat accelerates maintain bent knee/ squat position (let the boat do the work to pull skier onto the surface!). Once on the surface and balanced, slowly stand by straightening legs – DON'T bend/pull with the arms to stand! Adopt the correct skiing position: knees slightly bent, arms straight, hips tucked in, back straight/shoulders back, looking at the boat and maintain balance centred over skis/feet. Body weight (centre of gravity) should be even over the feet – not over or behind the heels

### **Skiing (Slalom)Advanced:**

- Starting position – in marginal/deep water (greater than waist deep): Remain relaxed, allow PFD to support weight (float) in the water, front knee bent up to chest, the back leg bent pulling the back of the ski toward your bottom, arms straight (usually on the outside of the knees). The tip of the ski should be just above the water in front of you. The rope should be on the same side of the ski as your front foot (if your right foot is forward, the rope will be on the right side of the ski). As boat accelerates maintain bent knee/ squat position (let the boat do the work to pull skier onto the surface!). Once on the surface and balanced, slowly stand by straightening legs. Adopt the correct skiing position: knees slightly bent, arms straight, hips tucked in, back straight/shoulders back, looking at the boat and maintain balance centred over skis/feet.

### **Wake Boarding:**

- Starting position – in marginal/deep water (greater than waist deep): Remain relaxed, allow PFD to support weight (float) in the water, knees bent up to chest, arms straight (usually on the outside of the knees), board floating in front of you with the base facing the boat, tow rope in front of you and over the top of the board, keep chin down, looking at the boat. As the boat accelerates and you feel the pressure against the board lift your favoured front foot and rotate your hips. This will bring the board around so you are riding sideways. Straighten your legs and adopt the correct boarding position: knees slightly bent arms straight, back straight, upper body facing the boat and maintain balance centred over the middle of the board.

## Wake Boarding:

- Starting position: If starting in shallow water, sit in tube facing the boat. Hold handles on either side of tube and lean slightly backwards. As the boat pulls away keep weight back until the tube is skimming along the water (this is to prevent the tube submerging or tipping over. As the tube is towed lean into the corners and hold on tight to prevent flipping out
- Starting position: If starting in deep water (after falling out). Have someone (in the boat or the person in the other tube) hold one side of your tube while you climb in from the opposite side. If there is no second tube and the boat is not close enough climb in from the back of the tube while the boat pulls gently from the front. It can be difficult to climb back into the tube in deep water as the tubes tend to flip over as you try to climb back in.

## MANOEUVERS AND MORE ADVANCED KNEE BOARDING, SKIING AND WAKE BOARDING

Knee boarding, skiing and wakeboarding

**Learning to steer inside the wake** - Explain technique to manoeuvre the board/skis left or right and when turning around using a shift in body weight and position of handle (pull handle into right hip if manoeuvring left and left hip if manoeuvring right) but *remaining inside* the boat wake.

**Learning to steer outside of the wake** - Explain technique to manoeuvre the board/skis using a shift in body weight and correct handle position to manoeuvre to get *outside* of the boat wake and the difference in speed and angle needed to get back inside the wake again.

**Learning to 'pop' the wake (Knee board and wakeboard)** – explain how to turn a little sharper and come in at the wake on a greater angle to get the board to 'pop' (small jump) over the wake.

**Going "2-up" (kneeboard and skis).** Both students must have mastered the basics of board/ski control, manoeuvring and starting prior to attempting to go 2-up with another participant. The participants must remain at least 2m apart and if one falls the other must also immediately let go (unless within 50-100m from the designated drop-off point).

*Note: Going 2-up should be considered as a more **advanced skill** with a significant increase in risk of collision between boarders/skiers and rope entanglement. Instructors should ensure the skill level and confidence of both participants is suitably developed prior to giving consideration/approval.*

## WATER CONDITIONS

The conditions of the water are important to assess prior to commencing a water sports activity.

Aspects to take into account are:

- The effect of wind, waves and tidal movement.
- The impact of other waterway users – including boat wash, "right of way" and "give way" rules.
- Moving water - currents and their effect on the boat/skier.
- Choosing an ideal spot to suit your experience, assessing the conditions.

If the conditions are too extreme for the level of participant skill it may be favourable to postpone the session or move the activity to a different location.

## PACK UP AND DEBRIEF

Working cooperatively in small groups under the direction/instruction of staff, carry all equipment back to the boat(for transport) or to the storage area. Ensure appropriate safe manual handling to prevent slips/falls/dropped boards/skis (particularly with knee boards. Foot injuries are possible if boards are accidentally dropped). Knee boards may need to be carried in pairs if participants are children or not very strong.

- Wash and hang PFD's and wetsuits to dry.
- Rinse all equipment (skis, boards, tubes, ropes)
- Wash down boat

**If time allows you may have participants help with the pack up however it is the responsibility of the instructors and assistants to ensure all gear is clean packed away and any damages are reported or repaired.**

**Debrief:** allow sufficient time to meet with the group to consider feedback and progress and to address questions/comments from the participants.

## **INSTRUCTOR RESPONSIBILITIES**

Blue Lagoon will have inducted its staff and assistants in the procedures behind its activities. However, as a guide the following points listed below should be considered.

As part of a process of pro-active safety, and duty of care, all instructional staff engaged in this activity should continuously be alert to identify risk/hazards, assess their significance and effectively manage them. Reference to the “Risk Register” for Water Sports Activities prior to commencing instruction is essential in this process.

- **Working collaboratively.** This activity should have a minimum of 2 Instructors, with **at least one** instructor suitably qualified and experienced, as well as either another qualified instructor or trained assistant. Any additional personnel could be used as an observer in the boat or to supervise participants waiting on-shore. **Note: Both an appropriate on-board observer (must be over 10 years old), and on-shore supervision of participants are mandatory!**

On-shore personnel are to actively supervise participants and ensure they remain within previously defined boundaries, conduct regular head counts and if appropriate prepare the next participant/s for their attempt.

It is suggested that when working with a 2<sup>nd</sup> or 3<sup>rd</sup> suitably qualified instructor, one teaches and supervisors from the shore, while the other (1-2 instructors) are in the tow boat/s coaching and assisting students on the water.

- Continuously monitor student’s physical condition. Be alert for fatigue, heat stress in hot conditions and hypothermia in cold conditions.
- Instructors must ensure students and staff are seated whilst the tow boat is underway.
- Be aware of other on-water users, in particular larger/faster craft such as fishing boats, sail boats and other ski boats moving through the learner’s area.
- Pack-up and store equipment correctly. Actively supervise and assist participants as they wash and store such equipment as wetsuits, PFD’s, boards and skis.
- Complete a maintenance report for any broken or damaged equipment.

## **INSTRUCTOR QUALIFICATIONS GUIDE**

### **Instructors:**

**Must have** Current Boat licence

Australian water ski and wakeboard federation level 1 coach.

senior first aid certification

CPR certification

Working with vulnerable people registration card.

### **Assistant/trainee instructors:**

**Must have:** Working with vulnerable people registration card.

**Are recommended to have:** Be working towards an aquatic qualification

Experience conducting and assisting others in water sports activities.

Basic First Aid

In the case that Blue Lagoon is unable to supply a qualified life guard the Group who is attending the water sports sessions will need to supply someone with the appropriate qualifications to supervise participants on the shore.

## ASSESSING THE LEVEL OF RISK

Once risks are identified, they are evaluated on a 2 dimensional matrix using a qualitative rating of the likelihood of the event occurring and the scale of the possible consequences. When risks have been identified, they are analysed by combining the consequences and likelihood to produce a level of risk. This form of evaluation provides a good graphical representation of how serious the risk is or where it lies within a group of risks. The risk analysis provides information critical to determining what risks need to be treated and what risks are accepted.

The following matrices have been utilised for the assessment process;

**Table 1. Primary Risk Category. (the primary risk is the most immediate or likely risk).** Risks may technically fall under several categories eg. A student who has their leg trapped under a falling mast on a sailboard may suffer a physical injury (primary Risk), such as a broken leg, however there may be legal action at some point in the future (secondary risk).

Primary Risk Category	Brief Risk Description
Physical	Injury risk to person - including <ul style="list-style-type: none"> <li>➤ Participants</li> <li>➤ Instructors</li> <li>➤ Community members</li> </ul>
Property and Equipment	Damage risk to campsite property/equipment.
Environmental	Includes risk factors that may impact upon the activity. <ul style="list-style-type: none"> <li>➤ Climatic eg. Thunder and lightening, strong winds.</li> <li>➤ Marine eg. Tidal or current flow.</li> <li>➤ terrain</li> </ul>
Medical and Disease	Includes risk factors associated with: <ul style="list-style-type: none"> <li>➤ Pre-existing medical condition eg. Epilepsy, asthma.</li> <li>➤ Loss of required medication eg. Asthma inhaler.</li> <li>➤ Disease transmission. From person or environment eg. Influenza.</li> </ul>
Psychological	Risk associated with trauma or fear/stress.
Legal, Moral and Ethical	Risk associated with: <ul style="list-style-type: none"> <li>➤ Legal action and/or litigation.</li> <li>➤ Breach of legal obligations.</li> <li>➤ Damage to DECS reputation.</li> <li>➤ Criminal activity.</li> </ul>

**Table 2: Likelihood Matrix**

Level	Descriptor	More Detail
A	Almost certain	Will occur. Expect frequent/regular occurrences.
B	Likely	The event will probably occur more than once
C	Possible	The event might occur at some time
D	Unlikely	The event is not expected to occur
E	Rare	The event may occur only in highly exceptional circumstances

**Table 3: Consequence Matrix** – relate to the *most probable* outcome.

Eg. A fall from a windsurfer is most likely to result in **no or minimal injury and therefore be rated as 1-2 ie. insignificant/minor.**

Level	Descriptor	More Detail	Injuries	Potential Operational Impact
1	Insignificant	Low Impact, no injuries/damage, low profile.	None	Student still able to participate.  Little impact <30min
2	Minor	Minor Injuries/damage sustained.  Low impact, possible public embarrassment.	First Aid Treatment	Student able to participate after treatment. Low impact <30min
3	Moderate	Significant injuries/damage sustained. Public embarrassment possible.	Medical Assistance Required	Student unable to continue with activity. Instructor impact whilst treatment given.
4	Major	Extensive injuries/damage sustained. Loss of instructional capabilities, public embarrassment, 3 <sup>rd</sup> party action, high news impact	Extensive Injuries. Medical Treatment	Loss of instructor/s whilst treatment/medical aid given. Extended rehabilitation of injury/damage repair.
5	Catastrophic	Public embarrassment, 3 <sup>rd</sup> party action, high news and media impact.	Deaths	Loss of instructor/s, closure of centre whilst investigation conducted.

Table 4: Level of Risk – consideration of both likelihood and consequence.

		Consequence				
		1	2	3	4	5
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	A Almost Certain	High	High	Extreme	Extreme	Extreme
	B Likely	Medium	High	High	Extreme	Extreme
	C Possible	Low	Medium	High	Extreme	Extreme
	D Unlikely	Low	Low	Medium	High	Extreme
	E Rare	Low	Low	Low	High	High

**Important Note:** Following the identification and implementation of risk management control measures it is assumed that all Risk Descriptions will be reconsidered as having a “low risk” factor. If the re-assessed level of risk remains at “Extreme” or “High” following implementation of control measures serious consideration should be given to not proceeding with this activity. Risk vs Reward for this specific activity should be carefully considered!!

Table 5. Risk Priority – an indication of how quickly/frequently an identified risk needs to be addressed and/or monitored.

Rating	Description
Low	Low priority.
Medium	Medium priority.
High	High Priority. Requires immediate action to redress risk. Additionally, risk should be closely monitored to ensure management strategies to reduce risk are effective.

**Important note:** The assessment and identification of Risk Priority should not be solely based upon the likelihood or frequency of an event occurring, but more a consideration of a number of factors, including: *frequency, likelihood, consequences (particularly the possibility of serious personal injury or death) and risk of litigation or legal exposure!* A student competing in a bicycle tour event on a controlled public road is very unlikely to be involved in a collision with a motor vehicle, however the consequences may well be most serious, with the possibility of a serious injury and possible legal exposure. Therefore a Risk Priority rating of **High** should be applied, with appropriate risk management.

## Table 4 : Risk Register/Risk Management

Function/Activity: **Watersports**

Compiled by:.....

**Activity Description:** Water Sports instruction is conducted in a variety of locations, including: river and freshwater lakes and sheltered coastal bays. Participants will receive instruction to fit with with program length and student age/maturity on the following: Environmental hazards eg. Water conditions such as current flow; equipment; personal safety equipment; communication signals between knee boarder/skier and boat; knee boarding/ski/boarding technique; manoeuvring (turning and crossing the wake).

**General Safety consideration:** Known hazards will be identified to all participants, in particular shallow water, trees and snags in the river or lake, rocks and sandbars in coastal areas and bays. Participants will be required to wear approved buoyancy (PFD type 2 or 3 whilst boarding/skiing and PFD type 1 or 2 whilst in the boat). Boards/skis suited in length and design for beginners. A knowledge and understanding by instructional staff of local water conditions (such as current flow), and climatic conditions specific to each location (such as strong winds or squalls). A knowledge and awareness by instructional staff of additional local hazards such as general community water craft activity, the presence of marine hazards and under water and fixed structures. All instructional staff and participants will be aware of the emergency procedure and protocols. All participants will have completed a detailed medical form to be considered and checked by staff prior to the commencement of any activity. All student participants with pre-existing medical conditions (such as asthma or anaphylaxis) will carry or have available their medication at all times. Students wearing spectacles should remove them prior to attempting this activity. Staff and participants must be clearly and easily identifiable. Instructional staff should have a reliable method of communication with the campsite or the beach when operating, as cover in the event of an emergency or mechanical failure and the need to access a second rescue boat arises.

Primary Risk Category <small>(Refer Table 1.)</small>	Risk description. What and how can it happen	Likelihood <small>(Refer Table 2)</small>	Consequence <small>(Refer Table 3)</small>	Level of Risk <small>(Refer Table 4)</small>	Management.  Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a <b>Low</b> – “Level of Risk”.	Priority
1. Physical/ Property	<ul style="list-style-type: none"> <li>• Foot injury resulting from knee board or skis being dropped whilst carrying to/from the water.</li> <li>• Damage to knee board/skis through being dropped.</li> </ul>	C	2	Medium	<ul style="list-style-type: none"> <li>• Instruct students to carry knee boards or skis to/from the water in pairs.</li> <li>• If significant distance to ski area, footwear should be worn.</li> <li>• If equipment is dropped: assess and treat injuries as appropriate, conduct a damage check of equipment and report any damage to the I/C and if necessary remove from use until repaired.</li> </ul>	Low
2. Physical	Hypothermia/Hyperthermia	C	2	Medium	<ul style="list-style-type: none"> <li>• Students to dress appropriate to the conditions and season. Cold Conditions: Wetsuits, regular breaks to warm up, warm clothes to be worn whilst waiting on shore. Hot conditions: students to wear long sleeved shirts, hats (whilst not knee boarding/skiing) and sunscreen applied at regular intervals. Regular hydration breaks.</li> </ul>	Medium
3. Physical	Falling from Knee Board/skis into shallow water.	D	3	Medium	<ul style="list-style-type: none"> <li>• Areas of shallow water are clearly identified to all students at the commencement of the activity and reinforced on a regular basis.</li> <li>• Instruct students on the most appropriate controlled dismount method. Also the “crash/fall position” – tuck and roll!</li> <li>• Driver to stop/slow the boat whilst boarder/skier is still in deep water and adjacent to the beach/shore. Skier/boarder to swim into shallow water/shore. Beginner participants should not be placed on a “whip” (turning at the approach to the shore) until sufficient skill level is reached.</li> </ul>	Medium

	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b>  (Refer Table 2)	<b>Consequence</b>  (Refer Table 3)	<b>Level of Risk</b>  (Refer Table 4)	<b>Management</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a <b>Low</b> – “Level of Risk”.	<b>Priority</b>
4.	<b>Trapped under upturned knee board (with strap in place).</b>	C	2	Medium	<ul style="list-style-type: none"> <li>The strap should only be used once the skill and confidence of the knee boarder is sufficiently developed and then only loosely positioned just above the knees on the lower thighs.</li> <li>Explain correct technique to release the strap when falling from the knee board, including the correct controlled dismount.</li> <li>Ensure close supervision by observer/instructors and quick recognition of a student in difficulty.</li> </ul>	High
5.	<b>Injury from tow boat. (hull/propeller)</b>	E	4	High	<ul style="list-style-type: none"> <li>Motor must be turned <b>off</b> when a student is boarding/entering from on-water or at any time when the instructor/driver moves away from the controls.</li> <li>Ensure participants are aware of hazards around the tow boat ie. location of propeller (in-board vs out-board motors). Tow boats to approach participants requiring assistance at slow speed and preferably from down current/down wind (which ever is stronger) to prevent being blown or swept onto the person in the water.</li> <li>Participants instructed as to the safest and most appropriate method of entering/exiting the boat from both on-water and from the shore.</li> <li>Ensure tow boat remains a safe distance from students in the water, unless executing a rescue.</li> </ul>	High
6.	<b>Injury from tow rope. Rope burn or entanglement for students both in the water and boat crew handling ropes.</b>	C	3	High	<ul style="list-style-type: none"> <li>Participants are to remove all jewellery, in particular from hands/wrist.</li> <li>Ensure tow boat remains a safe distance and at a slow speed (idle) from students when circling to deliver the rope if they have fallen. Driver to be aware of the position/location of the tow rope at all times. Rope/handle should float or have buoyancy attached (1-2m) in front of the handle to assist driver and skier maintain visual contact with the tow rope.</li> <li>Ensure participants are aware of hazards when handling ropes. If in the water: boarder/skier should not coil loose rope in the water around them. As the boat circles behind the fallen skier, skier to pass the rope over their head, not allow it to remain wrapped around their body. If in the boat: rope should not be held/handled by students as the boat is moving forward and the rope is feeding out prior to acceleration.</li> <li>Participants crews in the boat should be shown the correct method to retrieve and stow the rope to prevent tangles or knots.</li> </ul>	High

<b>Primary Risk Category</b> <small>(Refer Table 1.)</small>	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> <small>(Refer Table 2)</small>	<b>Consequence</b> <small>(Refer Table 3)</small>	<b>Level of Risk</b> <small>(Refer Table 4)</small>	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a "Low Level of Risk".	<b>Priority</b>
<b>7.</b>  <b>Equipment</b>	<b>Damage to equipment through accidental use or misuse.</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>All equipment is regularly checked for damage and removed from use until appropriate repairs are carried out.</li> <li>Participants shown the correct way to fit bindings.</li> </ul>	<b>Medium</b>
<b>8.</b>  <b>Physical</b>	<b>Injury from objects such as glass, shell fish whilst walking on-shore or in shallow water.</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Participants should wear appropriate footwear when on shore or when knee boarding.</li> <li>Injuries sustained are treated promptly to reduce the likelihood of infection.</li> </ul>	<b>Medium</b>
<b>9.</b>  <b>Physical</b>	<b>Injury such as cuts, abrasions, crushes from contact with fixed objects such as wharfs, jetties, pylons whilst boarding/exiting the tow boat.</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Hazardous fixtures identified and participants instructed to keep hands/ limbs inside of the boat at all times.</li> <li>Participants shown the correct method and supervised when entering exiting the boat.</li> <li>Minor cuts and abrasions from contact with objects are treated promptly to reduce the likelihood of infection.</li> </ul>	<b>Medium</b>
<b>10.</b>  <b>Physical</b>	<b>Soft tissue injuries such as muscle strains, bruising from falls.</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Participants encourage to warm-up and stretch prior to each session.</li> <li>For junior skiers a bar or strap can used to prevent double skis from spreading and causing an awkward fall and possible groin strain/injury.</li> <li>Any soft tissue injuries are assessed and treated as appropriate with RICE.</li> <li>Participants are reminded to release the handle immediately when they fall to prevent soft tissue shoulder injuries.</li> </ul>	<b>Medium</b>
<b>11.</b>  <b>Physical</b>	<b>Boarder/Skier collision with fixed or floating object eg. Jetty/landing, trees or snags in the water, floating debris, boats or other swimmers.</b>	<b>D</b>	<b>4</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Driver needs to be familiar with the location and remain well clear of fixed objects and the shore, particularly when turning.</li> <li>Boat speed should be suited to the skill and confidence of the learner to enable them to remain "in control", particularly when turning.</li> <li>Driver and observer need to remain vigilant at all times for floating debris</li> <li>The start and "drop off" area should be clear of swimmers.</li> </ul>	<b>High</b>

<b>Primary Risk Category</b> <small>(Refer Table 1.)</small>	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> <small>(Refer Table 2)</small>	<b>Consequence</b> <small>(Refer Table 3)</small>	<b>Level of Risk</b> <small>(Refer Table 4)</small>	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a “Low Level of Risk”.	<b>Priority</b>
<b>12.</b>  <b>Physical</b>	<b>Collision between knee boarder/skier and additional water craft such as community participants eg. Fishing/recreational boats or other aquatics centre activities eg. Sail boats</b>	<b>E</b>	<b>4</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Drivers need to remain well clear of all other water craft. If additional community water traffic is heavy this activity should be moved to an alternative location or cancelled for that session/day.</li> <li>Participants are instructed as to how to signal to another approaching water craft of their presence in the water having fallen. (Raise one hand - or ski/board) above the water to make it easier to be seen by the approaching craft). Drivers/observers should remain alert for a fallen boarder/skier and return to assist them as quickly as is safely possible.</li> <li>Instructional staff must act proactively to foresee hazards of this nature and use instruction and driving skill to prevent collisions.</li> </ul>	<b>High</b>
<b>13.</b>  <b>Physical</b>	<b>Impact or collision between knee boarders/skiers when going “two-up”.</b>  <b>Note:</b> This should be considered an <b>advanced skill</b> and the confidence and abilities of <b>both</b> students should be carefully considered prior to approval.	<b>C</b>	<b>3</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Both knee boarders/skiers should have mastered the basics of start, riding, dismounting and manoeuvring before attempting to go “two-up”.</li> <li>If one participant falls the other must also immediately let go to avoid travelling at speed with a loose rope next to them.</li> <li>Participants must remain at least 1.5-2m apart and be aware of each other at all times whilst manoeuvring their knee board/skis.</li> </ul>	<b>High</b>
<b>14.</b>  <b>Physical</b>	<b>On-board fire on the tow boat.</b>	<b>E</b>	<b>4</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Ensure all fuel lines and fuel tanks are in good order with no leaks.</li> <li>Clean up all fuel spills immediately.</li> <li>Re -fuel removable tanks on-shore to prevent spillage inside the boat.</li> <li>Ensure the motor is regularly serviced and maintained with regular checks on the cooling system to prevent overheating.</li> <li>Ensure a fire extinguisher is easily accessible.</li> <li>Participants are briefed as to the evacuation/emergency procedure in the event of an on-board fire.</li> <li>Participants to wear approved PFD’s at all times whilst in the boat.</li> <li>Instructors should have a reliable method of communication back to the camp or the beach to call for assistance if required.</li> </ul>	<b>High</b>

<b>Primary Risk Category</b> <small>(Refer Table 1.)</small>	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> <small>(Refer Table 2)</small>	<b>Consequence</b> <small>(Refer Table 3)</small>	<b>Level of Risk</b> <small>(Refer Table 4)</small>	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a "Low Level of Risk".	<b>Priority</b>
<b>15.</b>  <b>Physical</b>	<b>Impact with board/ski when falling.</b>  <b>Injury through heavy fall and contact with the water.</b>	<b>C</b>	<b>3</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Participants instructed as to how to safely dismount when coming into shore. (refer to syllabus note 5 for this unit)</li> <li>The "crash/fall position" should be explained and reinforced at frequent intervals.</li> <li>Any injuries sustained should be assessed and treated as appropriate. Any participant involved in a heavy fall should be closely monitored for an appropriate length of time to ensure complete recovery. Further participation should not occur until instructors are sure of a 100% recovery.</li> </ul>	<b>High</b>
<b>16.</b>  <b>Medical</b>	<b>Participant suffers from a medical condition, (pre-existing eg. Asthma attack or developed eg. Nausea, sea sickness) whilst conducting an activity on the water.</b>	<b>B</b>	<b>3</b>	<b>High</b>	<ul style="list-style-type: none"> <li>No participant is permitted to be involved in an activity unless a medical form has been completed and sighted by centre staff.</li> <li>All instructional staff must be aware of the location of completed medical forms for their group/school.</li> <li>Medication for pre-existing conditions is carried with/by the participant in a water-proof container.</li> <li>Instructional staff carry (or have ready access to) a suitably equipped first aid kit, including spare asthma inhaler/asthma kit.</li> <li>Students with known medical conditions are more closely monitored by both campsite staff and supervising school staff. Participants diagnosed with Epilepsy must have 1:1 supervision.</li> <li>Appropriate first aid is sort as a matter of priority once a medical emergency has been identified. Rescue craft used if a rapid transfer is required.</li> <li>Where an activity is conducted some distance from the campsite, a 2-way radio/mobile telephone contact be maintained with the Camp or nominated beach base.</li> </ul>	<b>High</b>
<b>17.</b>  <b>Physical</b>	<b>Participant suffers sunburn</b>	<b>B</b>	<b>2</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Students briefed at the commencement of the session re. Sunsmart</li> <li>SPF 30+ be made available by both the Campsite and/or the school, with regular breaks provided to reapply.</li> <li>Participants to wear hats (preferably broad brimmed) and shirts (preferably long sleeved) and remain in the shade when not in the water.</li> </ul>	<b>Medium</b>

<b>Primary Risk Category</b> <small>(Refer Table 1.)</small>	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> <small>(Refer Table 2)</small>	<b>Consequence</b> <small>(Refer Table 3)</small>	<b>Level of Risk</b> <small>(Refer Table 4)</small>	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a "Low Level of Risk".	<b>Priority</b>
<b>18.</b>  Psychological	<b>Participant panics or becomes distressed having fallen or in deep water.</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Instructional staff to address student fears in a calm manner. If possible keep the student in the water and calm and reassure to overcome panic. Alternatively remove from the water into the tow boat and calm and reassure. Look to re-engage the student back into the activity/water as soon as possible to regain confidence.</li> <li>Students briefed at the commencement of the activity (and if necessary given in-water practice to gain confidence) as to the buoyancy of the PFD's and how to float if in deep water.</li> <li>Rescue craft or tow boat used to assist in returning student to shore or safe area.</li> </ul>	<b>Medium</b>
<b>19.</b>  Environmental	<b>Storm or squall</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Instructional staff to be aware of daily forecast and the likelihood or probability of such an event and modify/cancel activities if necessary.</li> <li>At the first sign of rapidly deteriorating weather instructors seek immediate access to appropriate shelter for their group. (This may not necessarily be back at the camp). <b>Do not allow students to shelter under large trees.</b></li> </ul>	<b>Medium</b>
<b>20.</b>  Environmental	<b>Thunderstorm/lightning</b>	<b>D</b>	<b>4</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Instructors to monitor weather forecasts for thunderstorm/lightning and remain vigilant for rapidly deteriorating weather/approaching storms.</li> <li>In the event of seeing lightning apply the "<b>International 30/30 rule</b>". That is; if the time between "flash and bang" is less than <b>30 seconds</b>, immediately exit the water and seek safe shelter. This should be a solid structure, building or hard top motor vehicle. <b>Do not allow students to shelter under large single trees</b> or unsubstantial buildings such as tents or shelters.</li> <li>If caught on an open beach, seek a depression or low ground, crouch down with feet together and cover ears. Remove any metal objects such as jewellery.</li> <li>Avoid using apparatus such as telephones if possible. In an emergency keep calls very brief.</li> <li>Once the storm has passed wait at least <b>30minutes</b> from the last thunder clap before re-entering the water or continuing the activity.</li> </ul>	<b>High</b>

<b>Primary Risk Category</b> <small>(Refer Table 1.)</small>	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> <small>(Refer Table 2)</small>	<b>Consequence</b> <small>(Refer Table 3)</small>	<b>Level of Risk</b> <small>(Refer Table 4)</small>	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a "Low Level of Risk".	<b>Priority</b>
<b>21.</b>  <b>Environmental</b>	<b>Water contamination eg. due to algal bloom, storm water run-off or chemical contamination.</b>	<b>D</b>	<b>2</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>• Advice is sought from appropriate authorities</li> <li>• If level of contamination is high/dangerous, then on-water activities should be cancelled.</li> <li>• If low levels of contamination, students are warned to avoid unnecessary submerging, or swallowing of any water.</li> </ul>	Medium
<b>22.</b>  <b>Psychological</b>	<b>Conflict within the group and/or inappropriate participant behaviour</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>• All participants addressed at the commencement of the session as to expected standard of behaviour, including consequences for un-safe or inappropriate behaviour.</li> <li>• Participant behaviour that is un-safe or inappropriate should be referred to the supervising teacher or staff member for appropriate action and follow-up. If serious or repeated, the participant should be removed from the activity and an incident report should be written.</li> <li>• Instructors actively supervise all members of their group, including participants who may be waiting on shore.</li> </ul>	High
<b>23.</b>	<b>Racing/Competition or competitive games.</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>Important Note:</b> due to the inherent safety considerations of boarding/skiing it is <b>not appropriate to offer or consider any form of Competition for beginning participants.</b> Participants should focus on the personal challenges of mastering what is already considered a difficult aquatic skill.	N/A
<b>24.</b>	<i>Site Specific Risk</i>					
<b>25.</b>	<i>Site Specific Risk</i>					

REFERENCES:

**Department of education Tasmania**

<https://www.education.tas.gov.au/documentcentre/Documents/Procedures-for-planning-off-campus-activities.pdf>

MAST

<http://www.mast.tas.gov.au/recreational/diving-snorkelling/>

South Australian Government

[http://www.decd.sa.gov.au/swimmingandaquatics/files/links/Knee\\_Boarding\\_Skiing.doc](http://www.decd.sa.gov.au/swimmingandaquatics/files/links/Knee_Boarding_Skiing.doc)