

Water-based Excursions

Procedures and Guidelines



TITLE: Water-based excursions : procedures and guidelines

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1.1 GENERAL

As part of the curriculum, students participate in many structured activities in water environments that are not categorised as water-based excursions, but for which there are existing procedures.

Examples of these include:

- swimming and water safety instruction, e.g. primary school Intern swimming lessons, secondary school swimming instruction;
- outdoor pursuits, physical recreation and sport, e.g. water polo, wave skiing, surfboard riding, snorkelling and lifesaving classes; and
- outdoor education - expeditions as part of the school curriculum on or near water, e.g. canoeing, sailing, hiking and caving near water.

While the Education Department of Western Australia's *Excursions Policy* provides a clear structure around which schools can build educational programs conducted outside their sites, the *Water-based Excursions Procedures and Guidelines* provides direction for teachers specifically planning and conducting water-based excursions.

A water-based excursion is any excursion where activities occur in or around water and present a risk to the safety of students.

Water-based excursions require a higher degree of risk analysis and management than many other off-site learning experiences.

The Education Department recognises that the experiences of excursions contribute to the development of students' understandings, skills and attitudes. The provision of opportunities to learn from the wider community reinforces the school curriculum. Excursions are one important means of providing such opportunities. They form an integral part of a school's educational program.

It is important that teachers recognise that the procedures specified in *Water-based Excursions Procedures and Guidelines* are applicable even when the primary activity is not swimming. For example, at a pre-primary class picnic by a river, the program of activities might include shallow-water paddling. These procedures become applicable for the water-based component of the program, although the primary activity is the picnic. Risk assessment and management for the water-based activity should be included in the excursion plan.

Sites for water-based excursions range from high-risk areas (such as surf beaches, swiftly-moving rivers with rapids, constricted or funnelling waters resulting from a storm or flood), to low risk areas (such as park ponds and small artificial pools).

Definitions relevant to these procedures are contained in Appendix A.



1.2 RELATED POLICIES AND PROCEDURES

The advice provided in this document should be read in conjunction with:

Education Department of Western Australia documents:

1. *Excursions Policy* (2001)
2. *Crisis Management Policy and Guidelines* (1999)
3. *Organisational Guidelines for Physical Education and Outdoor Education* (1996)
4. *Occupational Safety and Health Policy Statement* (1997)
5. *Sun Protection Guidelines* (1994)
6. *Duty of Care* (1994)
7. *Risk Management Manual* (1998)
8. *Administration of Medication Policy and Procedures* (1997)

2 PROCEDURES

In assessing and managing the risks associated with the conduct of any water-based excursion, the principal shall ensure that the teacher-in-charge will:

- 2.1 assess and minimise potential risks relevant to the:
 - 2.1.1 water-based environment;
 - 2.1.2 students' water skills and abilities;
 - 2.1.3 activities to be conducted;
 - 2.1.4 capabilities of the supervisory team; and
 - 2.1.5 the need to use external providers;
- 2.2 determine the required level of supervision;
- 2.3 establish supervision strategies that consider the range of student abilities and skills in the context of the water-based environment;
- 2.4 develop a means of identifying students, the teacher-in-charge and supervisors;
- 2.5 provide parents with written information about the excursion to enable them to provide informed consent;
- 2.6 develop a communication strategy for students and supervisors involved in the excursion;
- 2.7 complete emergency response planning;
- 2.8 request and receive written information from the venue or facility manager describing roles and responsibilities of the school personnel and the employees of the venue or facility;
- 2.9 ensure that students and supervisors are aware of their responsibilities and obligations during the water-based excursion.

Each of these points is expanded over the page.

The principal and teacher-in-charge must complete the checklist (Appendix B). It provides teachers with clear direction for conducting the risk assessment and management of water-based excursions, and assists principals who are required to assess applications for excursions.



2.1 ASSESS AND MINIMISE POTENTIAL RISKS

In undertaking the initial planning for an excursion, the teacher-in-charge is to include a risk analysis that considers:

- the water-based environment;
- the students' water skills and abilities;
- activities to be undertaken;
- the capabilities of the supervisory team; and
- the need for external providers.

2.1.1 ASSESS THE WATER-BASED ENVIRONMENT

The teacher-in-charge must establish the suitability of the venue or facility for the students' levels of ability and experience and the planned activities.

Information is to be gathered as close as possible to the time of the proposed excursion, either by visiting the venue or from other key sources (such as venue manager, local ranger, land manager, professional lifeguard or other schools that have conducted similar excursions at that location). Where practical, the teacher-in-charge is to have first-hand knowledge of the area.

Consideration must be given to the potential risk of injury, including immersion in deep water, impact injuries from dumping waves or from playing in shallow water, cuts and abrasions from rocks or snags, sunburn, choking, hypothermia, 'shallow-water blackout' (hyperventilation), and marine stings.

The teacher-in-charge must recognise that the number of schools and other user groups at a venue or facility will increase the potential risk. The teacher-in-charge must determine the nature and number of other groups using the venue or facility. Supervisory strategies must reflect the additional risk.

Selected areas are to be appropriately defined. In open-water venues, this will include on-shore markers, flags or natural features and off-shore buoys or anchored markers, e.g. coloured plastic bottles.

If the venue or facility is assessed as being unsuitable, an alternative venue or facility is to be selected or the excursion does not proceed.

Guidelines

Teachers should recognise that each water-based environment is unique, and that open-water environments are more hazardous than closed-water environments. The effects of current, wind, waves, tide and land formations are less predictable and more difficult to control, and should be continuously monitored.

It is recommended that under normal circumstances, the length of shoreline defined for use in an open-water environment should not exceed 100 metres, and, where possible, engage qualified supervisors, e.g. board/ski riders to provide additional water safety.

Teachers should be aware of the phenomenon of 'shallow-water blackout'. This is a result of excessive hyperventilation followed by holding of breath when diving or descending into water. It is possible for the individual to lose consciousness and drown.

It is suggested that schools planning water-based excursions make use of information provided by external agencies (Appendix C).

It is recommended that the teacher-in-charge conduct a post-activity evaluation to assist with the planning of further excursions.

2.1.2 ASSESS THE STUDENTS' WATER SKILLS AND ABILITIES

The students' swimming abilities are to be assessed as close to the commencement of the activity as possible. Students who do not have the required skills and abilities are to be identified before they take part in any water-based activity.

A revision of the initial assessment must be undertaken if any circumstances surrounding the activity change. For example, it is necessary to assess any change in the condition of the water-based environment, and in the medical fitness or preparedness of the students to undertake the activity, e.g. conditions such as asthma or epilepsy.

Parents and guardians must provide information about their children's health, water skills and abilities. The teacher-in-charge must ensure that parents and guardians of culturally and linguistically diverse students are provided with all necessary information regarding the excursion.

Interpreter and translator services are available and should be considered, where necessary, to ensure that parents and guardians understand all information pertaining to a water-based excursion.

In their planning, teachers must take into account students' cultural differences.

Guidelines

The teacher-in-charge should gauge students' swimming abilities in terms of the Education Department's Swimming and Water Safety Continuum (Appendix E). Such information is only indicative of the students' swimming abilities at the time of assessment and does not guarantee students' safety nor reduce the duty of care teachers owe to their students.

Teachers should recognise that students from some cultural backgrounds may have limited exposure to water-based activities.

The teacher-in-charge should consider using the Sample Consent Form for Water-based Activities (Appendix D).



2.1.3 ASSESS THE ACTIVITIES TO BE CONDUCTED

The full range of possible activities at the venue or facility is to be assessed and decisions made with regard to the selection of activities and areas to be used. These should be consistent with students' skills and abilities, including those with special needs.

The teacher-in-charge must determine the additional skills and abilities required by students to participate in activities such as:

- diving or jumping from various heights;
- swimming under water;
- swimming in turbulent water;
- catching waves; and
- entering and exiting the water.

The commencement and duration of activities is dependent on the prevailing conditions and the skills and abilities of students. The area to be used is to be tested before the commencement of activities. Time limits for the activity are to be decided before entering the water.

Guidelines

The teacher-in-charge should be aware that diving towers and springboards, wave pools, interactive or floating play equipment, 'lazy rivers' and water slides (flumes), present a greater risk.

2.1.4 ASSESS THE CAPABILITIES OF THE SUPERVISORY TEAM

The principal is responsible for ensuring that the teacher-in-charge has a supervisory team with appropriate knowledge and understandings, the skills to identify risks, and the ability to effect the rescue of students at any stage during the water-based excursion.

The supervisory team must meet the following criteria.

All supervisors must:

- as a minimum, be able to swim the length of the area that they are supervising; and
- have experience in, or have a demonstrated capacity for, supervising excursions at this or similar venues or facilities.

Collectively, the team must:

- be experienced in identifying and establishing a safe activity environment;
- be capable of effecting a rescue from danger and rendering emergency care;
- be able to monitor weather and environmental conditions before and during activities;
- be able to monitor and assess the physical performance of the students;
- be prepared to move or cancel the excursion if conditions become adverse; and
- have the required number of qualified supervisors (see section 2.2.3 for detail).

2.1.5 ASSESS THE NEED TO USE EXTERNAL PROVIDERS

External providers are to be used where the school is unable to meet the requirements of aquatic qualifications and/or supervision. Specialist supervision may be required because of the nature of the water-based activity or the risks inherent in a particular venue, e.g. wave pool, water slide or surf beach.

Teaching staff cannot delegate their primary responsibility for the safety and welfare of students to external providers.

In cases where an external provider is required, principals must ensure that the provider is appropriately qualified and competent to manage water-based activities. The following are to be confirmed:

- recent experience (including maintained log books);
- current qualifications, accreditation and any other relevant training;
- public liability insurance to a minimum of \$10 million;
- Certificate of Business Registration; and
- a Federal Police clearance.

Guidelines

It is recommended that the teacher-in-charge checks the qualifications and other requirements of external providers by using the sample form (Appendix F).



2.2 DETERMINE THE REQUIRED LEVEL OF SUPERVISION

2.2.1 GENERAL

The level of risk in water-based excursions is dynamic and must be constantly monitored and assessed. Supervisory requirements must be considered in accordance with the following risk factors:

- age of the students;
- capacity of the teacher or supervisor, e.g. ability, competence and experience;
- type or purpose of the activity to be undertaken;
- experience and ability of the students;
- medical conditions or disabilities;
- nature of the environment, e.g. open or closed water;
- location of the activity (local or remote); and
- weather and climate.

Teachers are responsible for student safety and welfare as part of their duty of care. There must be a teacher-in-charge at all excursions.

Adults, with the appropriate competencies and/or qualifications can be used as supervisors. Supervisors are under the direction of the teacher-in-charge, who holds the primary duty of care responsibility.

2.2.2 MINIMUM LEVEL OF SUPERVISION

In all water-based environments there is a minimum level of supervision. That is:

- at no time will there be less than two supervisors; and
- one of these supervisors will be a qualified supervisor.

There are different levels of supervision for closed and open water environments.

Closed water

In a closed (controlled) water environment (still or slow moving) such as a swimming pool, sheltered coastal area or river, dam, water hole or inland water body, the composition of the supervisory team must meet the following criteria.

Taking into account the minimum requirement of two supervisors, one of whom is a qualified supervisor, the following minimum supervision levels are required:

- one qualified supervisor for every 32 students or part thereof; and
- for every 12 students or part thereof, there will be one supervisor (inclusive of the qualified supervisor).

Example number of students	Minimum number of supervisors required	Number of qualified supervisors required	Total supervisory team
9	2	1	2
14	2	1	2
26	3	2	3
33	3	2	3
52	5	2	5
73	7	3	7

Open water

In an open (uncontrolled) water environment (fast moving or turbulent), such as a surf beach, flowing river or waterway, or tidal coastal waters, the composition of the supervisory team must meet the following criteria.

Taking into account the minimum requirement of two supervisors, one of whom is a qualified supervisor, the following minimum supervision levels are required:

- one qualified supervisor for every 16 students or part thereof; and
- for every 8 students or part thereof, there will be one supervisor (inclusive of the qualified supervisor).

Example number of students	Minimum number of supervisors required	Number of qualified supervisors required	Total supervisory team
7	2	1	2
12	2	1	2
20	3	2	3
29	4	2	4
35	5	3	5
46	6	3	6

Many popular venues have various levels of lifeguard services, depending on the time of year. Lifeguards on duty are not to be considered as part of the supervisory team unless they have been engaged formally as an external provider.



2.2.3 QUALIFICATIONS

A qualified supervisor must hold a qualification recognised by the Education Department.

For **closed-water** environments, recognised qualifications include:

- RLSSA¹ Bronze Medallion;
- SLSWA² Bronze Medallion;
- SLSWA Surf Rescue Certificate;
- AUSTSWIM Teacher of Swimming and Water Safety Certificate (recognised as being appropriate for swimming pools only);
- RLSSA WA Swimming Instructors Certificate (recognised as being appropriate for swimming pools only); and
- equivalent award as recognised by the Director-General.

For **open-water** environments, recognised qualifications include:

- SLSWA Bronze Medallion;
- SLSWA Surf Rescue Certificate;
- RLSSA Bronze Medallion (is suitable for a flowing river or waterway); and
- equivalent award (as recognised by the Director-General).

Guidelines

Recognised qualifications are specific to different water-based environments. Advice should be sought from the relevant service providers (Appendix C).

The CPR component may be acquired from St John Ambulance, Red Cross or other providers.

The teacher-in-charge must recognise that all rescue and resuscitation qualifications, including the cardio pulmonary resuscitation (CPR) component, are current for 12 months only.

¹ RLSSA- Royal Life Saving Society of Australia

² SLSWA Surf Life Saving Western Australia

2.3 ESTABLISH SUPERVISION STRATEGIES

It is essential that participants are actively supervised at all times - that is, students are to be continually in clear view of the supervisors.

The teacher-in-charge is to establish the roles of supervisors. Positioning, scanning and safety check systems must be specified.

From time to time, a supervisor may need to leave his or her position. In such a situation, the supervisor must alert others on duty of his or her impending absence to ensure adequate supervision is maintained. However, the appropriate number of supervisors directly monitoring the students must be maintained at all times. As part of a management plan, a roster must be developed both to relieve and rotate supervisors.

It is necessary for supervisors to restrict students to particular areas designated as safe.

Supervisors are to identify and count students before they enter and leave the water, and conduct head counts at regular intervals.

Guidelines

Positioning

Taking into account climatic elements such as wind and sun, and whether the area to be supervised is an open or closed-water environment, the teacher-in-charge should select from the following strategies to achieve effective positioning:

- intensive coverage of a specific area or zone, i.e. each supervisor is responsible for a designated area;
- extensive coverage of the entire activity area, i.e. one large zone with all supervisors responsible for its supervision; and
- combinations of intensive and extensive coverage.

Scanning

The teacher-in-charge should ensure that all supervisors:

- are positioned with clear, unobstructed sight lines;
- have taken steps to minimise the effect of reflection or glare, e.g. change position, use sunglasses;
- are using strategies that compensate for an inability to see below the surface, and distance from the students; and
- are alert to the signs of potential trouble and the behaviours of those in need of help.

Safety Check Systems

The teacher-in-charge should consider using one or more of the following safety check systems:

Buddy and check-in systems

Swimmers are paired, generally on the basis of similar ability. When a prearranged signal is given, buddies hold hands or move together and remain in place. The supervisors confirm that each pair of buddies is safe and that each individual is looking out for his or her partner.

Water checks

The supervisor signals for all swimmers (or all swimmers in a particular group) to leave the water. Head counts and supervisor rotations can occur at this time. This may be incorporated into a structured educational activity or planned break.

Safety stops

These provide an alternative to clearing the water. Students are asked to stay where they are by treading water or standing (if in shallow water) allowing a head count to take place.



2.4 DEVELOP A MEANS OF IDENTIFYING STUDENTS, THE TEACHER-IN-CHARGE AND SUPERVISORS

Students, the teacher-in-charge and supervisors must be easily identifiable.

The teacher-in-charge is to decide on the most suitable system(s) of identification based on the assessment of the water-based environment, students' water skills and abilities, the type of activities to be undertaken, and the number of students.

Guidelines

Systems for identifying students include the wearing of:

- school t-shirts
- 'lifesaver' or swimming caps
- vests
- bibs
- sashes
- neoprene armbands.

Each identification system may be used in combination with others.

2.5 PROVIDE PARENTS OR GUARDIANS WITH INFORMATION, AND SEEK CONSENT FOR STUDENT PARTICIPATION

Information must be provided to parents or guardians to enable them to make informed decisions about allowing their children to participate in excursions. Written consent must be obtained from parents or guardians by the teacher-in-charge before the excursion.

Parents and guardians should provide information about any changes to their children's health and fitness prior to departure.

Guidelines

The teacher-in-charge should consider using the sample consent form (Appendix D).

For non-English speaking parents, it is advisable that consent forms be translated so that parents can give informed consent.

Teachers should be aware of and provide for cultural differences with respect to beliefs, values and practices.

2.6 DEVELOP A COMMUNICATION STRATEGY

Excursion planning must include the development of a strategy that enables regular communication with all members of the group, e.g. public address system, megaphones, air-horns or whistles.

An emergency signal must be selected and explained to all participants, and responses to it must be rehearsed both before and immediately prior to commencement of the excursion.

The communication strategy must enable contact with on-site and off-site support services.

An alternative mode of communication must be available in case of the failure of the primary communication method.

Guidelines

Mobile phones should not be relied upon as the sole method of communication. In remote locations, consideration should be given to other means of emergency communication such as EPIRB (Emergency Position Indicating Radio Beacon) or satellite telephone.

It is suggested that the teacher-in-charge select the emergency signal used by the Department's Intern swimming program. This is a uniform system of whistle signals:

- One blast – stop, look and listen.
- Three long blasts – activity finished.
- Short blasts in succession and arms waved above head – emergency. Clear the water immediately and assemble in a safe area nominated by the supervisor.



2.7 COMPLETE EMERGENCY RESPONSE PLANNING

The teacher-in-charge must devise a suitable response plan that will ensure access to emergency support without compromising the safety and welfare of the group.

The teacher-in-charge is to ensure that emergency equipment, e.g. rescue tube, paddle board, is located where it is clearly visible and easily accessible.

The teacher-in-charge is to ensure that emergency procedures, including emergency signals, are clearly understood by all students and supervisors.

Water-based excursions should not be conducted more than one hour away from emergency assistance. For greater distance the principal should make clear, informed decisions within a risk management framework.

The teacher-in-charge must ensure that a copy of planning documents, including student detail forms, are taken on the excursion, with a further copy being provided to the principal.

Guidelines

The teacher-in-charge should refer to *Organisational Guidelines for Physical Education and Outdoor Education* 5.4 Figures 1 – 3 for emergency procedures and resuscitation techniques.

Suggested emergency equipment includes items such as rescue tube or board, first aid kit and communication equipment.

Teachers should consider using simulated water-based drills to practise emergency response routines.

2.8 REQUEST AND RECEIVE WRITTEN INFORMATION FROM THE VENUE OR FACILITY MANAGER

The teacher-in-charge and the manager of the venue or facility will clearly establish in writing the respective responsibilities. This document is to be signed by both parties to indicate that the terms and conditions have been accepted. A disclaimer clause that excludes the venue or facility from liability will not be accepted by the Education Department.

Guidelines

The teacher-in-charge should consider using the sample Facility or Venue Hire and Provision of Services Form (Appendix G).

2.9 BRIEF STUDENTS AND SUPERVISORS ABOUT RESPONSIBILITIES AND OBLIGATIONS

The teacher-in-charge is responsible for ensuring that all relevant information about responsibilities and obligations is clearly communicated to students and supervisors both at school and on site immediately prior to the commencement of the water-based excursion. Topics that must be included are:

- emergency procedures and signals;
- methods of communication;
- appropriate use of any equipment;
- roles of supervisors;
- the system for identifying students and supervisors;
- demarcated areas specific to identified student groups; and
- acceptable behaviour.

Special information sessions must be arranged for students who were absent from preparatory excursion briefings.

Guidelines

The teacher-in-charge should consider whether interpreter and translator services are required to ensure that culturally and linguistically diverse students understand briefing information such as emergency procedures.

- Water-based Excursion:** is any excursion where activities occur in or around water and present a risk to the safety of students.
- Closed water:** a controlled water environment (still or slow moving), such as a swimming pool, sheltered coastal area or river, dam, waterhole, or inland water body.
- Excursion:** any student learning activity that is conducted outside the regular school site of the participating students, is organised and supervised by the teacher(s) of the students, and is approved by the principal of that school.
- External Provider:** an adult who holds appropriate rescue and resuscitation qualifications and is paid and contracted to provide a professional service. The person may be an AUSTSWIM teacher, a SLSA club member, a commercial lifeguard or from the RLSSA Safety Services.
- Open water:** an uncontrolled water environment (fast moving or turbulent), such as a surf beach, flowing river or waterway, or tidal coastal waters.
- Qualified Supervisor:** an adult who holds the necessary qualification(s). The qualified supervisor can be the teacher-in-charge, a supervisor or an external provider.
- Supervisor:** an adult who acts in a designated supervisory capacity, and may be a member of teaching or non-teaching staff, a parent or other volunteer. It must be noted that duty of care for the safety and welfare of students remains, at all times, the primary responsibility of teaching staff and cannot be delegated to non-teaching staff.
- Supervising Team:** all adults who supervise the excursion.
- Teacher-in-Charge:** the teacher who has the responsibility for the planning and conduct of the excursion, and primary responsibility for the students and other supervisors at the excursion.

APPENDIX B: CHECKLIST FOR WATER-BASED EXCURSIONS

This checklist is intended to assist teachers-in-charge in the conduct of risk assessments of the management of water-based excursions, and principals, who must assess applications for such excursions.

PURPOSE OF THE EXCURSION

The educational purpose of the excursion is defined and the activities are described, i.e. what the students will be doing. A copy is attached.

1. ASSESSING THE RISKS

1.1 Assessment of the swimming environment

- The site has been assessed and is considered to be appropriate for the excursion.
- The teacher-in-charge / qualified supervisor is familiar with this specific location, at this time of year and under these conditions.
- The activity areas are clearly defined. *OR*
The activity areas need to be defined.
- Rescue equipment is provided by the venue. *OR*
Rescue equipment needs to be supplied.
- The venue can cater for changes in activity depending upon weather conditions or other risk factors.
- Advice and information have been sought from the relevant authorities, e.g. venue manager, local government ranger, land manager, professional lifeguard.

1.2 Assessment of the students' water skills and abilities

- An assessment of student swimming and water safety skills has been completed.
- Students who do not have the required skills and abilities have been identified.
- Provision has been made for any student with special needs.
- Accurate information regarding student medical and behavioural conditions has been obtained.

1.3 Assessment of activities

- The full range of activities and equipment has been assessed.
- Activities and equipment are suitable for the students' age, experience and ability.
- Areas have been defined for students that do not have the required skills and abilities and those with special needs.
- The program clearly identifies activity time and supervision requirements.

1.4 Assessment of the capabilities of the supervisory team

- The teacher-in-charge has appropriate experience in planning and conducting excursions at this or a similar venue or facility.
- Supervisors have experience in or have demonstrated a capacity for supervising excursions at this or a similar venue or facility, and are able to swim the length of the area they are supervising.
- The teacher-in-charge, or in combination with the supervisory team, has:
 - 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
 - the recognised qualification(s) to supervise the excursion.

1.5 Assessment of external providers

- External providers have demonstrated that they are appropriately qualified and are competent to supervise water-based excursions.

2. LEVEL OF SUPERVISION

- All risk factors have been considered and the appropriate level of supervision will be in place.
- An appropriate number of qualified supervisors for the specific environment is provided by the school. *OR*
An appropriate number of qualified supervisors for the specific environment is provided by external provider(s).

3. SUPERVISION STRATEGIES

- On-site supervision strategies (positioning, scanning, safety checks, buddy and check in systems, water checks and safety stops) have been established.
- A supervision plan and roster has been developed.

4. IDENTIFICATION OF STUDENTS AND SUPERVISORS

- Systems for identifying students, teacher-in-charge, and supervisors have been established.

5. PARENTAL INFORMATION

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

6. COMMUNICATION STRATEGY

- Appropriate methods of communication, including emergency signals, have been developed and are understood by all participants.

7. PLANNING FOR EMERGENCIES

- An appropriate emergency response plan has been developed and is understood by all participants.

8. SHARED RESPONSIBILITY WITH VENUE OR FACILITY

- Roles and responsibilities of the school and venue or facility to be used have been agreed in writing.

9. BRIEFING FOR STUDENTS AND SUPERVISORS

- Students and supervisors have been / will be fully briefed on all aspects of the excursion.

Teacher-in-charge _____ Date _____

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

Principal _____ Date _____

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E-mail: stjohn@ambulance.au
Website: ambulance.net.au

APPENDIX D: SAMPLE CONSENT FORM FOR WATER-BASED EXCURSIONS

CONSENT FOR WATER-BASED EXCURSION

STRICTLY CONFIDENTIAL

This form is intended to assist the school and supervising teachers in the event of an emergency involving your child. It is required for all children attending educational excursions.

Student details

Student's name _____ Date of birth _____

Parent or guardian's full name _____

Address _____ Postcode _____

Telephone no. - home _____ Telephone no. - work _____

Telephone no. - mobile _____

Name of family doctor _____ Telephone no: _____

Swimming ability (refer to the Education Department Swimming and Water Safety Continuum – attached)

- | | | | |
|---------------------|------------------------------|--------------------------------------|----------------------|
| 1. Beginner | 7. Intermediate | My child has achieved Stage number: | <input type="text"/> |
| 2. Water Discovery* | 8. Water Wise* | Date achieved _____ | |
| 3. Preliminary | 9. Senior | I am unsure. Please assess my child: | <input type="text"/> |
| 4. Water Awareness* | 10. Junior Swim and Survive* | Other comments: | |
| 5. Water Sense* | 11. Swim and Survive* | | |
| 6. Junior | 12. Senior Swim and Survive* | | |

Note: Details of swimming ability related to the excursion

Schools need to request information from parents regarding students' skills and abilities in the context of the excursion e.g. ocean, pool.

* Royal Life Saving Society of Australia awards. Stage 10 focuses on safety and survival abilities, including clothed survival and personal fitness for survival, and extends the student's range of swimming skills. Stages 11 and 12 involve further development of survival and swimming skills and endurance. Stage 12 provides a foundation for rescue awards.

Medical details

Is your child subject to asthma, seizures, fainting, epilepsy, diabetes or any other condition that may affect his or her safety during aquatic activities? (Staff cannot take responsibility for medical conditions of which they are unaware.)

Yes No

If "yes", give details:

Is your child allergic to:

Penicillin Give details _____

Any other drug Give details _____

Any food Give details _____

Other Give details _____

Is any special care required?

Yes No

If "yes", give details:

Tetanus vaccination: Yes No Don't know

Medications

Arrangements for the safekeeping and handling of medications must be made prior to the excursion.

Is your child presently taking tablets and/or other forms of medication?

Yes No

Does your child self-administer the medication?

Yes No

If 'yes', give details (dosage, frequency, name of medication and reason for use):

I agree to inform the organisers before the scheduled excursion departure of any change to my child's health and fitness so that appropriate supervision may be arranged. I acknowledge that, in the event of an accident, the school staff will arrange to present my child for medical assessment as soon as possible.

Signature of parent or guardian _____ Date _____

APPENDIX E: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA SWIMMING AND WATER SAFETY CONTINUUM

<p>STAGE 1 – BEGINNER</p> <ol style="list-style-type: none"> 1. Enter water safely Shallow. Safe exit 2. Exhale in water Face in 3. Open eyes under water Identify an object 4. Submerge Waist deep 5. Glide forward and recover Waist deep (minimum) 6. Float or glide backward and recover Waist deep, flotation aid acceptable <p>S1 Safety/Survival Sequence No. 1*</p> <p>*For an explanation of each sequence, see "Safety/Survival Sequences".</p>	<p>STAGE 4 – WATER AWARENESS</p> <ol style="list-style-type: none"> 16. Swim 15m freestyle Regular breathing 17. Swim 10m backstroke Catchup acceptable 18. Swim 10m survival backstroke Below water arm recovery 19. Swim 5m breaststroke kick Extension 20. Scull head first on back Without leg action 21. Recover an object Chest deep 22. Swim in deep water (Only ___m available) <p>S4 Safety/Survival Sequence No. 4</p>	<p>STAGE 7 – INTERMEDIATE</p> <ol style="list-style-type: none"> 32. Scull feet first on back Sculling hand action 33. Demonstrate eggbeater kick Water polo kick 34. Swim 150 metres Proficient technique <ul style="list-style-type: none"> • 25m Backstroke • 50m Breaststroke • 50m Freestyle • 25m Survival Backstroke <p>S7 Safety/Survival Sequence No. 7</p>
<p>STAGE 2 – WATER DISCOVERY</p> <ol style="list-style-type: none"> 7. Glide forward and kick 3m Horizontal body position. Face in 8. Glide backward, kick and recover No set distance 9. Swim 5m freestyle Face submerged 10. Scull/tread water Basic hand and leg action, chest deep <p>S2 Safety/Survival Sequence No. 2</p>	<p>STAGE 5 – WATER SENSE</p> <ol style="list-style-type: none"> 23. Swim 25m freestyle Proficient technique 24. Swim 15m backstroke Proficient technique 25. Swim 15m survival backstroke Symmetrical leg action 26. Swim 15m breaststroke Symmetrical leg action 27. Demonstrate a surface dive Chest deep. Recover an object <p>S5 Safety/Survival Sequence No. 5</p>	<p>STAGE 8 – WATER WISE</p> <ol style="list-style-type: none"> 35. Swim 25m sidestroke Scissor kick required 36. Demonstrate dolphin kick Extension 37. Swim 200 metres Proficient technique <ul style="list-style-type: none"> • 50m Backstroke • 50m Breaststroke • 50m Freestyle • 25m Survival Backstroke • 25m Sidestroke <p>S8 Safety/Survival Sequence No. 8</p>
<p>STAGE 3 – PRELIMINARY</p> <ol style="list-style-type: none"> 11. Swim 10m freestyle Breathing 12. Glide backward and kick 5m Waist deep (minimum) 13. Swim 5m breaststroke leg action On back with board 14. Demonstrate survival sculling On back 15. Demonstrate a forward roll Extension <p>S3 Safety/Survival Sequence No. 3</p>	<p>STAGE 6 – JUNIOR</p> <ol style="list-style-type: none"> 28. Swim 50m freestyle Proficient technique 29. Swim 25m backstroke Proficient technique 30. Swim 25m breaststroke Proficient technique 31. Demonstrate a dive entry Deep water required <p>S6 Safety/Survival Sequence No. 6</p>	<p>STAGE 9 – SENIOR</p> <ol style="list-style-type: none"> 38. Swim 10m butterfly Extension 39. Demonstrate a tumble turn Extension 40. Swim 300 metres Proficient technique <ul style="list-style-type: none"> • 50m Freestyle (or 25m Butterfly and 25m Freestyle) • 50m Backstroke • 50m Breaststroke • 50m Freestyle • 50m Sidestroke • 50m Survival Backstroke 41. Basic principles of EAR <p>S9 Non-contact Rescues</p>

NOTE: ADULT SUPERVISION IS ALWAYS NECESSARY

It cannot be assumed that all skills will be repeated under different conditions.

The following safety/survival skills will be taught at the appropriate stage to further develop the learner's understanding of water safety and personal survival.

Please note that skills previously taught are not necessarily re-listed and it cannot be guaranteed that all skills can be repeated.

<p style="text-align: center;">S1</p> <p>Confident entry into and exit from the water.</p> <p>Float for 10 – 15 seconds, with a flotation aid.</p>	<p style="text-align: center;">S4</p> <p>Swim and survival scull for 60 seconds.</p> <p>Grasp an object and be pulled to safety.</p>	<p style="text-align: center;">S7</p> <p>Enter water using a compact jump.</p> <p>Swim slowly for four minutes using two recognised survival strokes.</p>
<p style="text-align: center;">S2</p> <p>Glide forward and recover to a standing position.</p> <p>Float for 30 seconds with a flotation aid.</p> <p>Be pulled to safety.</p>	<p style="text-align: center;">S5</p> <p>Step in entry.</p> <p>Scull for 60 seconds using combination of survival sculling and horizontal sculling keeping the face above water.</p> <p>Grasp a flotation aid thrown for support and swim for 60 seconds.</p> <p>Be pulled to safety by a partner.</p>	<p style="text-align: center;">S8</p> <p>Dressed in swimwear, shorts and t-shirt, demonstrate:</p> <ul style="list-style-type: none"> • minutes survival sculling, floating or treading water, then; • 3 minutes swimming slowly, using three recognised survival strokes, keeping the arms below the surface, changing each minute.
<p style="text-align: center;">S3</p> <p>Glide and swim 10m, recover to upright position.</p> <p>Support body in an upright position and signal distress.</p>	<p style="text-align: center;">S6</p> <p>Dive entry into deep water.</p> <p>Rotation of the tucked body, keeping the face above the water.</p> <p>Swim slowly for three minutes, using two recognised survival strokes.</p> <p>Grasp an aid thrown for support and kick to safety.</p>	<p style="text-align: center;">S9</p> <p>Non-contact rescues:</p> <ul style="list-style-type: none"> • assistance in shallow water; • defensive position and reverse; and • delivery of flotation aid in deeper water.

NOTE: ADULT SUPERVISION IS ALWAYS NECESSARY

It cannot be assumed that all skills will be repeated under different conditions.

APPENDIX F: DETAILS OF EXTERNAL PROVIDER FOR WATER-BASED EXCURSIONS

SAMPLE FORM

Excursion facility/venue _____ Date of excursion _____

Name of provider _____

- Attach copy of registration of business name.

How long has the business been operated by the provider? Years Months

- Attach copy of certificate of insurance (minimum \$10 million) detailing coverage for the specific activities listed below that the provider will offer to the excursion.
- Attach copy of emergency response plan and protocols for the venue and all program activities. This must be finalised in consultation with school staff prior to the excursion.
- List activities included in this excursion:

- Provide copy of CALM Commercial Operators Permit (if applicable).
- List details of personnel to be employed in the provision of this service and copies of their relevant accreditations and clearances, including Federal Police clearances:

Name	Activity accreditations (swimming, rescue, resuscitation, first aid)

I have been made aware of the standards of the school, and the Department’s policy, procedures and guidelines and confirm that I understand and will comply with them.

Name _____ Position _____

Signature _____ Date _____

School principal use only

I am satisfied that the provider meets all of the requirements of the school.

Signature _____ Date _____

SAMPLE FORM

This enquiry form is to be completed by the centre manager or service provider and returned to the contact person at the school before a booking is made. This form does NOT constitute a confirmation of a booking.

SECTION A (to be completed by school)

School details

Name _____ Contact person _____
 Address _____ Telephone no. _____
 Fax no. _____
 Nature of excursion _____
 Venue _____ Proposed date _____
 Estimated number of attending students _____ Proposed time _____
 Year level(s) _____

SECTION B (to be completed and returned by the facility/venue management)

Facility or venue details

Name _____ Contact person _____
 Address _____ Telephone no. _____
 Fax no. _____

I have noted the details listed above for your school's proposed excursion to this facility/venue and have authority to provide the following information:

- This facility/venue is able to accept the proposed booking on the specified date and time, and can accommodate the number and age of the students listed.
- The duty manager at the time of the excursion will be: _____

Have other bookings been/will be taken for this same period,

e.g. other school groups, swimming lessons, centre programs, etc.? Yes No

If "yes", please indicate number and nature of bookings (attach a list if necessary).

How many centre/venue lifeguards will be on duty during the period of the excursion? _____

Who will be responsible for the provision of first aid services? Facility/venue School

I have attached copies of the centre's guidelines and policies relevant to your excursion: _____

- The facility/venue's emergency action plan, including centre and school roles and responsibilities
- Supervision and behaviour guidelines
- Other

I undertake to immediately inform the school of any change to this information.

Name _____ Position _____

Signature _____ Date _____

NOTES

