Risk Assessment for Victor Harbor DE Aquatics 2021

Subject: Site
Site: Middleton Point/Surfer's parade
Date Amended: September 2021

Victor Harbor DE Aquatics
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RISK ASSESSMENT PROCESS

1. The Context:

2. Identify Risks – Brainstorm ideas and group under appropriate risk headings. Consider the effects on people (staff, students and other people), information, physical assets and finances, reputation. Write the final list onto the table (risk assessment summary).

3. Analyse Risks – Determine consequences and likelihood of each risk. Write these items onto the table next to each risk.

Consequences		**Likelihood**	
Level	*Descriptor*	*Level*	*Descriptor*
1	Insignificant	**A**	Almost certain
2	Minor	**B**	Likely
3	Moderate	**C**	Possible
4	Major	**D**	Unlikely
5	Catastrophic	**E**	Rare

4. Evaluate Risks –Use the grid below to identify the level of risk. If you are not happy with the level of risk then proceed to step 5.

Likelihood	**Consequences**				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
A-almost certain	High	High	Extreme	Extreme	Extreme
B-likely	Moderate	High	High	Extreme	Extreme
C-possible	Low	Moderate	High	Extreme	Extreme
D-unlikely	Low	Low	Moderate	High	Extreme
E-rare	Low	Low	Moderate	High	High

5. Identify and evaluate existing risk controls – Identify what happens already to manage the risks and consider how well these strategies are working (good, adequate, variable). How does this effect the level of risk? Fill these items in on the table. If you are not happy with the level of risk at this stage proceed to step 6.

6. **Further risk treatments and opportunities for improvement** – What actions are needed to bring risks to an acceptable level (these actions are incorporated into other planning processes and include responsibilities, resources and timelines)? What opportunities are there for improvement? Write these onto the table.

7. Communicate and consult, monitor and review should be incorporated throughout the process.

8. **Review** the assessment on a regular basis. **File** the documentation.

Government of South Australia
Department for Education

Topic: generic **Date:** **Issue No.** **Review date:**

2. Identify Risks	**3. Analyse Risks** **4. Evaluate Risks**			**5. Identify and evaluate existing risk controls.**			**6. Further Risk Treatments**
Risk (people, information, physical assets and finances, reputation)	**Consequence**	**Likelihood**	**Risk level**	**What we are doing now to manage this risk.**	**Effectiveness of our strategies**	**New risk level**	**Further action needed** **Opportunities for improvement**
Onshore winds	Moderate (3)	Likely (B)	Moderate	See attachment	Good	Low	Monitor and review
Large waves: Rising swell	Major (4)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Shallow water	Major (4)	Likely (B)	Extreme	See attachment	Good	Low	Monitor and review
Other users	Moderate (3)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Equipment	Moderate (3)	Possible (C)	High	See attachment	Good	Low	Monitor and review

Rips	Major (4)	Likely (B)	Extreme	See attachment	Good	Low	Monitor and review
Side shore wind	Major (4)	Likely (B)	High	See attachment	Good	Low	Monitor and review
Offshore wind	Major (4)	Likely (B)	Extreme	See attachment	Good	Low	Monitor and review
Rocks	Major (4)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Weed	Minor (2)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Noise	Moderate (3)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Heat	Major (4)	Possible (C)	High	See attachment	Good	Low	Monitor and review
Dangerous marine creatures, e.g. Stingrays and Jellyfish	Major (4)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Sharks	Major (4)	Possible (C)	Moderate	See attachment	Good	Low	

Distance	Moderate (3)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Temperature	Major (4)	Possible (C)	High	See attachment	Good	Low	Monitor and review
Student behaviour	Moderate (3)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Toilets	Major (4)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Carpark	Major (4)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Asthma	Major (4)	Likely (B)	Extreme	See attachment	Good	Low	Monitor and review
Members of the public	Catastrophic (5)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Fatigue: Students and Instructors	Moderate (3)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Theft	Moderate (3)	Possible (C)	Moderate	See attachment	Good	Low	Monitor and review
Thunderstorms	Catastrophic (5)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review
Unforeseen accident	Major (4)	Possible (C)	Extreme	See attachment	Good	Low	Monitor and review

Snakes	Major (4)	Possible (C)	Extreme	See Attachment	Good	Low	Monitor and review

The RISK ASSESSMENT SUMMARY provides documentation of efficient management practice. File appropriately. File Location:

Risk	Likelihood	Consequences	Risk Control
Onshore winds	**Likely (B)** Determined by: ❑ Wind strength and swell size	**Moderate (3)** ❑ The visibility of the surfer is restricted due to broken swell lines. ❑ Large tides and water surges (water moving in and out powerfully) increases the risk of injury at the shore line.	**Good** ❑ Students are advised of boundaries and risk of injury. ❑ Instructors advise students on wave selection to avoid injury due to poor wave choice
Large waves: Rising swell	**Possible (C)** Determined by: ❑ Ocean activity, forecasted swell and wind report. ❑ The surfers ability to manage the conditions they are in	**Major (4)** ❑ Injury ❑ Drowning	**Good** ❑ Instructors assess student's abilities to negotiate challenging surf conditions and act accordingly ❑ Instructor assesses the conditions regarding the dangers and hazards present and implements appropriate strategies to ensure student safety. E.g. Stricter boundaries, amount of waves caught, frequency, of signals between instructor and student are increased (communication) as needed.

Shallow water	**Likely (B)** Determined by: ❑ The depth in which students are required to surf (waist deep water). ❑ Rising swell, tides ❑ Poor wave knowledge and dismount procedures	**Major (4)** ❑ Neck, ankle and back injury	**Good** ❑ Instructors demonstrate bail out/safe dismount procedure ❑ Instructors demonstrate crash position and highlight danger of shallow sand bottom. ❑ Instructors explain how waves, tide and conditions cause shallow water and use a no wave signal to avoid students catching dangerous waves.
Other users	**Possible (C)** Determined by: ❑ Knowledge, awareness and judgement of other users. ❑ Mistaking aquatics flagged areas for public swimming and activities safes zones	**Moderate (3)** Consequences: ❑ Injury to student by other users' craft	**Good** ❑ Define surf lesson zone using flags and instructor identification (red instructor rash vest). If other beach users are confused with area perimeter, notify them of exclusive school zones.
Equipment	**Possible (C)** Determined by: ❑ Surfboard selection judged by instructor ❑ Incorrect use of equipment	**Moderate (3)** Consequences: ❑ Injury to student or other beach user	**Good** ❑ Instructors to continually assess beach and water conditions for danger ❑ Only soft boards to be used by students and instructors ❑ Leg ropes for surfboards are to be checked for defects and must be worn by students and instructors when using surfboard equipment. ❑ Coloured rash vests worn by all student groups for identification purposes.

Rips	**Likely (B)** Determined by: ❑ Swell size, tides and wind	**Major (4)** Consequences: ❑ Students taken into deep out to the back of the surf zone.	**Good** ❑ Instructors explain how to identify a rip, the dangers of a rip and the strategies for getting out of a rip ❑ Safe surfing zone is enforced using coloured flags and instructor signals ❑ Emergency whistle blast and a number of hand signals are highlight by the instructor prior to entering the water ❑ Rescue board is left between the flags on the beach or with the instructor in the water
Side shore wind	**Likely (B)** Determined by: ❑ Wind strength, swell size and direction	**Major (4)** Consequences: ❑ Drifting into danger surf area ❑ Injury from surfboard	**Good** ❑ Students are advised of appropriate surfing areas which is visually demonstrated by coloured flags ❑ If strength of wind increases instructor is to bring the student group to shore and reassess safety of conditions and how to manage changing conditions. ❑ Use bodyboarding as an alternative activity

Offshore wind	**Likely (B)** Determined by: ❑ Weather conditions, wind strength and swell size	**Major (4)** ❑ Blown into deep water ❑ Injury from surfboard	**Good** ❑ Students are advised of the dangers of strong offshore winds ❑ Students are given specific instructions on how to handle surfboard and protect themselves in windy conditions ❑ If strength of wind increases instructor is to bring the student group to shore and reassess safety of conditions and how to manage changing conditions. ❑ Use bodyboarding as an alternative activity
Rocks	**Possible (C)** Determined by: ❑ Selection of safe area by instructor and experience/skill level of students	**Major (4)** ❑ Injuries including cuts and bruises	**Good** ❑ Instructor identifies entry and exit points, flagged surf zone, rocks, clear directions and safety procedures before students enter the water
Weed	**Possible (C)** Determined by: ❑ Seasonal conditions and east/south-east winds	**Minor (2)** ❑ Difficulty manoeuvring in surf zone ❑ Potentially dangerous rubbish amongst the seaweed ❑ Clean up issues	**Good** ❑ Move activity to a new area ❑ Instructor to perform site inspection prior to lesson and take action accordingly

		❑ Low water visibility	
Noise	**Possible (C)** Determined by: ❑ Weather conditions, swell size and wind strength and direction	**Moderate (3)** ❑ Injury to student due to difficulty hearing instructions ❑ Student not responding to whistle due to noise which may lead to endangerment	**Good** ❑ Reinforcement of safety procedures before entering water, including emergency whistle blast ❑ Use of hand signals plus positive reinforcement by instructor in the water
Heat	**Possible (C)** Determined by: ❑ Weather conditions ❑ Students staying hydrated throughout session	**Major (4)** ❑ Heat exhaustion ❑ Heat stroke	**Good** ❑ Preventative information is provided to school via VH Aquatics website and during introduction talk at the venue ❑ Lesson are modified or cancelled considering the conditions ❑ Shade is provided where possible ❑ Students must wear sun safe gear such as, hats, sunscreen etc. ❑ Students are continually assessed for the effects of heat related effects

			❑ Sun smart policy is reinforced before the commencement of activities and throughout the day
Dangerous marine creatures e.g. Stingrays / Jellyfish	**Possible (C)** Determined by: ❑ Current season (feeding patterns) ❑ Tides ❑ Swell size	**Major (4)** ❑ Injury due to stingray barb ❑ Pain ❑ Potentially life threatening injury ❑ Skin irritation ❑ Painful stinging sensation	**Good** ❑ Visual assessment of lesson area ❑ Notify students of signal for stingrays and advise students to shuffle feet ❑ Large number of marine creatures would warrant removal of students from the water ❑ Small number to be individually monitored ❑ If student is stung wash area using first aid techniques and monitor ❑ Seek medical help if required
Sharks	**Possible (C)** Determined by: ❑ Seasonal conditions ❑ Feeding patterns	**Major (4)** ❑ Dangerous bite depending on size of shark	**Good** ❑ Instructors always alert for shark danger ❑ Emergency signal, whistle, shark flag are used to remove students from water] ❑ In case of injury first aid id applied and medical help sought.

Distance	**Possible (C)** Determined by: ❑ Distance from activity area to land site	**Moderate (3)** ❑ Difficulty Transporting injured person from water area to land site ❑ Further injury ❑ Medication needs	**Good** ❑ Permission from council is being sought for access to beach in an emergency ❑ Stretcher is provided in trailer for transport of injured person ❑ Medication needs are identified during introduction talk and to be carried by the instructor of the group ❑ Emergency mobile phone is kept by leading instructor on the beach ❑ First aid kit is kept on the beach in close proximity to all groups accessing the water
Temperature	**Possible (C)** Determined by: ❑ water and air temperature ❑ The use or misuse of clothing, wetsuits and shelter	**Major (4)** ❑ Hypothermia	**Good** ❑ Information regarding the conditions on the Fleurieu South Coast is given to schools prior to booking a program ❑ Information about cold conditions and how to stay warm is given to schools group prior to commencement of session ❑ Wetsuits provided ❑ Students are monitored by instructors at all times for signs of becoming cold and/or hypothermia ❑ Students indicating signs of becoming cold will be removed from the water and appropriate first aid measures will be taken

Student behaviour	**Possible (C)** Determined by: ❑ Students' behaviour ❑ Students' decision making	**Moderate (3)** ❑ Injury to self, other students or instructor	**Good** ❑ Behaviour issues are identified prior to the session ❑ Student behaviours are managed by all instructors and teachers ❑ Students are advised that they will be banned from participating if poor behaviour persists
Toilets	**Possible (C)** Determined by: ❑ Lack of supervision ❑ Instructor not understanding toileting procedures	**Major (4)** ❑ Stolen belongings ❑ Lost wetsuits, rash vests ❑ Injury out of sight	**Good** ❑ Leading instructor to inspect site for any dangerous objects, e.g. sharps ❑ Check toilets and end of session for anything left behind ❑ Students going to the toilet must go with another student and must notify their instructor and teachers ❑ Advise students not to loiter in the toilets/change rooms
Carpark	**Possible (C)** Determined by: ❑ Unsafe road users ❑ Students not paying attention and/or listening to instructions	**Major (4)** ❑ Injury to student from car impact	**Good** ❑ Safety signs are displayed by VH Aquatics staff indicating cars to slow down ❑ Students are made aware of the roadways surrounding the site during introduction talk and instructed to stay clear

Asthma	**Likely (B)** Determined by: ❑ Students' medical condition ❑ Triggered by numerous external/internal factors depending on the individual	**Major (4)** ❑ Asthma attack ❑ Difficulty breathing ❑ Inability to continue to participate in physical activity	**Good** ❑ Instructors carry inhalers for students in medication bags to activity stations ❑ All instructors trained in asthma fits aid ❑ Additional asthma puffers kept in VH Aquatics First Aid Kits located on the beach of activity
Members of the public	**Possible (C)** Determined by: ❑ Shared use of public place	**Catastrophic (5)** ❑ Abduction ❑ Physical attack	**Good:** ❑ Students going to the toilet must go with another student and must notify their instructor and teachers ❑ Photographs are only to be taken with permission from parents and the school
Fatigue: Students and Instructors	**Possible (C)** Determined by: ❑ Workload of instructor ❑ Fitness level of student/s	**Moderate (3)** ❑ Student unable to participate in activity due to fatigue ❑ Instructor off work due to fatigue induced injury	**Good:** ❑ Rotation of water duty instructors ❑ Beach instructor gives safety talk ❑ Ensure students and instructors have sufficient breaks between activities to hydrate and regain energy levels

Theft	**Possible (C)** Determined by: ❑ Security measures taken before, during and after lesson time	**Moderate (3)** ❑ Loss of equipment ❑ Students gear lost	**Good:** ❑ Instructor must be in line of sight of equipment on beach and in carpark ❑ At beginning of lesson ensure all loose equipment is stored and locked away if possible in trailers or in instructor cars
Thunderstorms	**Possible (C)** Determined by: ❑ Climatic conditions	**Catastrophic (5)** ❑ Electrocution	**Good:** ❑ If possibility of thunderstorm students, teacher and instructors are advised of procedure and policy regarding such conditions ❑ As soon as thunder becomes easily audible, remove students from water and proceed to dry ground, seek shelter in hard topped building or vehicle ❑ If not available crouch down in hollow with feet together, remove metal objects and wait for the storm to pass. ❑ Follow procedure recommended by bureau of meteorology
Unforeseen accident	**Possible (C)** Determined by: ❑ A number of external environmental factors	**Major (4)** ❑ Injury to student or instructor	**Good:** ❑ All instructors are aware of and trained in emergency procedures ❑ Emergency equipment is located at ❑ central beach station i.e. mobile phone, asthma kit, students' medication, water,

			asthma information, emergency procedures sheet ❑ trailer i.e. stretcher ❑ teacher in charge i.e. student information

Snakes	**Possible (C)** Determined by: ❑ Weather ❑ Environment	**Major (4)** ❑ Snake bite	**Good:** ❑ All personnel must be educated about the variety of snakes frequenting the area. ❑ First Aid ❑ Instructors are to inspect the site prior to students arriving and reinforce snake awareness during intro talk eg. if a snake is sighted observe & remain still until snake has moved. ❑ Communicate with group about sighting ❑ Snake bite emergency no: 131126