PORT NOARLUNGA AQUATIC CENTRE
STAFF INDUCTION/INFORMATION BOOK

2013/2014
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### INDUCTION CHECKLIST

1. I understand the duties and expectations of my employment.  
   Yes/No

2. I understand the importance of being punctual and well prepared.  
   Yes/No

3. I understand the conditions of my employment.  
   Yes/No

4. I have access to an Induction Book.  
   Yes/No

5. I have knowledge of and understand the contents of the Centre’s Induction Handbook and available policies including sections relating to:

   - Annual Rescue Update (see Instructor Responsibilities page 9)  
     Yes/No
   - Assessment & Reporting Process (see Lesson Plans page 11)  
     Yes/No
   - Accident & Illness processes (see Instructor Medical Conditions page 11 and Worker Health and Safety page 22)  
     Yes/No
   - Anti Harassment Policies (see page 38)  
     Yes/No
   - Behaviour Management processes (see page 11)  
     Yes/No
   - Clothing policies including white rashies for instructor identification (see Instructor Responsibilities page 9)  
     Yes/No
   - Drug Policy (see page 43)  
     Yes/No
   - Emergency Procedures (see page 15)  
     Yes/No
   - Emergency Evacuation Plan (see page 18)  
     Yes/No
   - Equipment purchasing policy (see page 44)  
     Yes/No
   - Grievance Procedures (see page 38)  
     Yes/No
   - Responding to Abuse & Neglect (see page 46)  
     Yes/No
   - Protective Practices for Staff – see brochure on Aquatics website  
     Yes/No
   - Work Allocation Guidelines (see page 6)  
     Yes/No
   - Worker Health and Safety (see page 22)  
     Yes/No
   - Performance Management processes (see page 44)  
     Yes/No
   - Sunsmart Policy (see page 47)  
     Yes/No
   - DECD Smoke Free Policy (see page 42)  
     Yes/No
   - Epilepsy Management (see page 21)  
     Yes/No
   - Social Media (see page 32)  
     Yes/No

6. I have been informed of the role and location of key personnel. (see page 4)  
   Yes/No

7(a). I am aware of the basic qualifications required to teach for DECD and that it is my responsibility to maintain currency of these qualifications, including, Criminal History Clearance Responding to Abuse & Neglect Training, First Aid including asthma training, Resus and Surf Rescue.  
   Yes/No

(b). I am aware that it is my responsibility to regularly check my website details and currency of my qualifications and I confirm that I have checked these details at the undermentioned date and will continue to check regularly.  
   Yes/No

8. I am informed, where applicable, about any special needs of individual children in my care including health plans or disabilities.  
   Yes/No

9. I have been informed of procedures for notification of health and safety hazards in my work area. (Fill out form which is in the plastic sleeve of the OH&S notice board, obtain signature from OH&S rep and IC, leave in marked plastic sleeve)  
   Yes/No

10. I have been informed of daily routines via the roster.  
    Yes/No

Instructor: ___________________________ Signature: ________________

Instructor in Charge: ______________________ Signature: ________________

Dated: ______________________
TERM DATES FOR THE 2013/2014 SEASON

TERM 4, 2013  Monday 14th October - Friday 13th December (9 weeks)
TERM 1, 2014  Tuesday 28th January – Friday 11th April (11 weeks)
Term 2, 2014  Monday 28th April – Friday 4th July (10 weeks)
Term 3, 2013  Monday 21st July – Friday 26th September (10 weeks)
Term 4, 20123 Monday 14th October – Friday 13th December (9 weeks).

TELEPHONE NUMBERS

To lock or unlock key pad, press menu then star (*).

Port Noarlunga Primary School and Aquatics Centre  Ph: 8382 2455
Fax: 8326 3530

*Email – portnoarlunga.aquatics153@schools.sa.edu.au
* Web – http://www.portnoarps.sa.edu.au

Access to Induction/Information Book 2012/2013
Access to Staff Questions and Answers 2008/2009/2010

Base location (Witton Centre, corner of Saltfleet St and Esplanade)  Ph: 8326 1471
Fax: 8326 4214

Southport SLSC/Beach (Aquatics mobile, Nokia)  0401 121 715

Canoe Shed (Aquatics mobile, Nokia)  0401 121 716

Absences – Ben Barber (Aquatics mobile, Nokia)  0411 127 515

Windsurfing/general (Aquatics mobile, Nokia)  0411 127 515

DECD- Payroll  See pay slip

DECD-Swimming / Aquatics Unit  Ph: 8226 1302
Fax: 8232 2071


Onkaparinga City Council  8384 0666

KEY PERSONEL:
• SENIORS ARE ANDY HANCOCK, JOHN CASTLETON AND JOHN BELCHAMBER
• CO-ORDINATORS ARE JOHN NEAMY, RONNIE GUYERS AND PENNY ROBERTS
• STAFF REP IS BELINDA KASEARU (2 year term from term 2, 2011)
• FIRST AID IS NATASHA BRAMLEY
• OHS&W REP IS LIZ ELLINGER (3 year term from Term 1, 2010)
• PAC SENIOR GROUP REP IS ANDY HANCOCK (2 year term from Term 1, 2011)
• PAC UNION REP IS DENNIS DOUROS
INTRODUCTION

Welcome to Port Noarlunga Aquatic Centre (PNAC)

This booklet is designed to provide relevant information to Department of Education and Children’s Services (DECD) hourly paid instructors employed at Port Noarlunga.

CENTRE VALUES

Staff have identified the following values:

- RESPONSIBILITY
- RESPECT
- CO-OPERATION

The success of the Swimming /Aquatics Unit depends on its ability to provide learning opportunities and assessed outcomes for students which relate to the current curriculum. The main curriculum areas involved are health and physical education, and society and environment.

STATEMENT OF CORE BUSINESS

The provision of an effective, cost efficient and responsive specialist service to schools, to assist students develop a range of knowledge, skills, attitudes, and understanding about

- Water safety
- Survival in the water
- Rescue of others, and
- Mobility in, on, and around water
GUIDELINES FOR WORK ALLOCATION (Will be reviewed season 13/14 by the HRAC)

1. The needs of the schools, students, Centre and instructors will be the main priorities.

2. a) The availability of staff will be taken into consideration. Proposals to better describe availability were put to staff early in Term 4, 2008.
   b) Instructors are expected to notify the I/C in writing as soon as they become unavailable. This needs to be done on the Monday at least 3 weeks prior to the week/day(s) off are requested to find additional staff and avoid re-doing rosters.
   c) Instructors available for all of a particular week may have priority depending on the needs of the students, schools & Centre.

3. The performance of staff will play a determining factor. (Regular Performance Management Assessments will be conducted.)

4. (a) All employees need current Criminal History Screening and Responding to Abuse and Neglect Certification to be on site.
   (b) Instructors need Senior First Aid, Asthma, Resuscitation and Surf Rescue.
   (c) Seniors will be given first priority if their activity is rostered, otherwise they will be considered as general instructors.
   (d) TIER 1:  A = 4 QUALIFICATIONS
        Kayak (level 1) + snorkelling
        + 2 of surf, austswim, sailing, windsurfing

   TIER 2:  B = 4 QUALIFICATIONS
            Kayaking (level 1 or lifeguard) + snorkelling
            + 2

   TIER 3:  C = 3 QUALIFICATIONS
            Kayaking (level 1 or lifeguard) or austswim snorkelling + 1

   TIER 4:  D = 2 QUALIFICATIONS
            Kayaking (level 1 or lifeguard) or austswim + snorkelling

   TIER 5:  E = Open for PART TIME INSTRUCTORS who become “full time” (for at least 1 month) with at least 2 of kayaking, snorkelling or austswim, order as above.

   TIER 6:  F = 2 QUALIFICATIONS (1 preferred + 1)
          1 of kayaking (level 1 or lifeguard), snorkelling, or austswim + 1.

   TIER 7:  G = 1 QUALIFICATION (any)
          Any activity and all mandatory categories.

   TIER 8:  H = ALL MANDATORY but no qualifications.
          Resuscitation, senior first aid, surf rescue, reporting neglect & abuse, criminal history, asthma.

   TIER 9:  Q = MISSING SOME MANDATORY

PART TIME:  P = PA(number), PB, PC, PD, as per above and slot into E(A,B,C,D) when become full time for at least 1 month.
            PF, PG PH, PQ or above and slot in at bottom of relevant group as FF, GG, HH OR QQ when become fulltime for at least 1 month.

Where 2 people have equivalent qualifications, commencement date becomes deciding factor. Preferred qualifications are snorkelling, kayaking (lifeguard/Level 1), Austswim.
BACKGROUND
For the Centre to operate on an optimum level school needs, centre needs and instructor needs, which are all inter dependent, must be considered and effectively met.

In relation to instructor availability the school need is a guaranteed booking once made, the Centre need is administration simplicity and the instructor need is continuous, predictable work as required.

Most schools book 12 months ahead in a preferred time and preparing a continuous program for instructors requires an accurate guide of instructors’ availability. Variations in instructors’ availability can put unacceptable demands on the daily operation and increase administration time which is a limited resource.

To better meet school, centre and instructor needs the Personnel Advisory Committee (PAC) considering staff input has spent considerable time and personal effort on the following principles and guidelines. The proposals are for Terms 1 and 4 leaving instructors free to pursue other options in Terms 2 and 3.

PRINCIPLES
- Instructors continuously available for terms 1 and 4 should be rewarded where possible.
- Instructors providing early notice of availability changes should be rewarded where possible.
- Instructor absences for personal reasons should not affect their work allocation.
- Instructor absences for private reasons (eg holidays/alternative work) may affect their work allocation.
- A request for leave must be given to the I/C in writing on the Monday 3 weeks before the rostered week during which leave is requested. This gives time for the request to be considered and approved before work on the relevant roster is commenced.
- Leave requests will be considered in the order they are received. One instructor absence may not have an impact but two or more instructor absences at the same time may. The PAC will consider requests for leave taking advice from administration as to the impact on bookings and rostering.

GUIDELINES
- Approved requests for leave of up to one (1) rostered week will not affect an instructor’s work allocation.
- Unapproved leave of up to one rostered week means an instructor will move down two (2) tiers for two (2) weeks the centre is open and the instructor is available.
- Unapproved leave of more than one (1) rostered week means an instructor will move down two (2) tiers for ten (10) weeks the centre is open and the instructor is available.
- Requests for leave received after the due date will be considered by the PAC for a decision.
- Leave taken with no request means an instructor will move down two (2) tiers for ten (10) weeks the centre is open and the instructor is available.
INSTRUCTOR QUALIFICATIONS

- For each activity, eg swimming, sailing, etc, specific statements about supervision ratios, instructor qualifications etc have been made. People wishing to work at Aquatic Centres are required to have the specific qualifications prior to being employed and a permission to teach as issued by the Sport, Swimming & Aquatics Unit.
- In relation to qualification updates Instructors who do not update a qualification after 6 weeks from the expiry date will have their tier status adjusted accordingly. An update completed within 12 months of the expiry date allows for tier and position re-instatement. For update completion after 12 months of the expiry date re-instatement will be at the bottom of the appropriate tier.

CURRENT INITIATIVES

1. Performance Management

   The Centre needs to identify the best available instructors and use them as much as possible in the program. During winter 2005 the Centre’s Work Allocation Committee developed an initial lesson performance report for implementation in season 2005/06. Although based on one lesson the report includes room for the observer’s evaluation over a period of time and an instructor’s self evaluation. (See Performance Management Report). From these reports or other sources areas to be developed can be identified. Action to achieve this development can be planned.

2. PNAC 2011/2012 Focus

   - To provide a totally professional service to clients at all times.
   - Instructors are positive role models to students at all times.
   - Safety is the key element of the Centre Programs.
   - Instructors are positively interacting with students at all times.
   - Instructors demonstrate Responsibility, Respect and Co-operation at all times
INSTRUCTOR RESPONSIBILITIES (DECD)

- The instructor MUST ensure the safety of students in the class.
- The Instructor must include awareness of head injuries in safety talks and encourage students to watch out for each other letting the instructor know of any head blows to themselves or someone else.
- Instructors must treat the indication of a head blow as potentially serious, monitor the student while in their care and regardless always let a second responsible person such as the teacher (preferably) or the parent know.
- The instructor is responsible to the Instructor in charge of the centre for a high standard of instruction.
- The Instructor MUST consider each student’s medical information form before the student enters the water.
- The Instructor MUST be punctual and conduct well-prepared lessons.
- The Instructor MUST be correctly attired to teach swimming and aquatics.
- The Instructor should attend in-service conferences and workshops as organised by the Sport, Swimming and Aquatics Unit.
- The Instructor must carry a whistle during class for emergencies.
- The instructor must have a current First Aid with asthma training certificate.
- The Instructor must have completed Mandatory Notification Training and update this as required.
- The instructor must have a current criminal history clearance.
- The Instructor must complete on an annual basis the “Annual Centre Rescue Assessment”.
- The instructor MUST ensure that qualifications are current and provide proof of currency to the Instructor in Charge as well as to the Sport, Swimming and Aquatics Unit.
- The Instructor must keep informed of current information pertaining to the centre. This can be done through attendance at staff meetings, by signing off in the centre operations or day-book or by acknowledgement of having read and understood the centre staff meeting minutes.
- Instructors will be given rosters a week ahead for signing off on, confirming their availability. The hours, (not the activity), described will be provided by the Centre unless a mutual agreement is reached. Rostered hours will not be guaranteed unless signed for.
INSTRUCTOR EXPECTATIONS (PNA)

- To be able to conduct a rescue for the activity being taught.
- To be familiar with all aspects of the Centre’s emergency procedures including location and use of 2-way radios, phones, first aid kits, shark flags and sirens.
- To carry a whistle to attract attention at all times. This includes snorkelling.
- To be correctly attired to teach swimming or aquatics including wearing sun protection. The Centre instructor uniform and rash vests as supplied are to be worn for instructor identification.
- To be prepared to go into the water to teach classes. Demonstration is an excellent method of teaching and you cannot do that from the shore all of the time. Personal investment in wetsuit(s) is expected. Being prepared to go into the water is one condition of employment.
- To provide students with a positive role model. This includes no smoking and bad language in front of the students, and observation of Sunsmart policies.
- To directly supervise students at all times including when in PNA’s Witton Centre area, Southport SLS Club, The Onkaparinga Canoe Club sheds and PNA’s kayak storage shed.
- One instructor may supervise a maximum of 16 students to and from Southport or the Canoe shed.
- To check the base whiteboard for activity numbers in lessons and organise set up and pack up as required.
- In general instructors are to meet their students at the base area on the first day. Activities will be called one at a time and those students directed to the instructors involved who will accompany students to the activity sign. Lessons will proceed at the signs.
GENERAL INFORMATION

MEDICAL FORMS
These are kept in clear plastic shelves at base. 
Forms for Regular High School groups will be kept in named folders at base or with the teacher in attendance. 
Forms for Primary and other High School groups will be filed accordingly to their first activity and timeslot. 
Forms for students on camp or one day only visits will be “filed” in separately at base. 
When possible, if students are rotating through different activities on the same day, a consolidated list of student names and medical conditions will be provided. 
Copies of this list pinned on the main noticeboard can be referred to by instructors.

STUDENT MEDICAL CONDITIONS
Any management plan for a student’s medical condition indicated on the consent form must be followed. For example, students without the required tablets for a bee sting allergy or the medication for asthma are not permitted to participate. The student(s) are to be personally returned to the teacher. 
Cans of lemonade in the base fridge and some barley sugar in the 1st aid kit at base are kept as possible first aid for students with diabetes/hypoglycaemia.

INSTRUCTOR MEDICAL CONDITIONS
- Instructors must inform the Centre of any personal medical conditions as appropriate.
- A standard student medical form completed with any management plan should be filed by the instructor in the marked folder in the blue forms box.

LESSON PLANS
Instructors are allocated work on the basis that their skills are sufficient to plan and manage a successful lesson. Lesson content and expected outcomes relate directly to the student developmental records for each activity. All instructors are expected to have copies of the student developmental records and self-assessment sheets for the activities they teach and plan lessons accordingly. 
Additional help and information can be obtained from other Instructors, Senior Instructors, and the Instructor-In-Charge. Instructors are responsible for their own performance in this area.

BEHAVIOUR MANAGEMENT
An instructor is expected to have a range of strategies to manage student behaviour. If an Instructor finds a student unmanageable, the student should be personally returned to the teacher and the IC notified. Do not hesitate to seek assistance from other staff and if necessary a class may have to cease while the appropriate action is taken.
PAYFORMS
- These must be completed correctly and submitted on a weekly basis.
- Payforms are due Friday 9.30 a.m. on a non-pay week.
- Payforms are due Thursday 9.30 a.m. on a pay week.
- From this information admin will print a payform which will be submitted to the Swimming & Aquatic Unit for processing.
- Copies of the payform for signing will be with the next roster. It is an audit requirement that instructors sign these copies.

INSTRUCTOR REPRESENTATION
Senior Instructor meetings are generally held twice a term and general staff meetings usually once per term. An Instructor representative is elected to represent the staff at these meetings and as required. The current staff rep. is Phil Larner. In addition, general Instructors are asked to attend the Seniors meeting on a rotating basis.

LEASE AGREEMENTS
As part of the agreements it is essential that instructors directly supervise students when they are in Southport SLS Club, PNA base area, the Onkaparinga Canoe Club sheds and the PNA canoe shed.

SET UP AND PACK UP (refer to laminated sheets in your area or at base for procedures)
- Instructors are to be on site at least 30 minutes prior to lesson commencement for equipment and personal preparation. Specific duties are as allocated, (see noticeboard for update), but all areas must be completed.
- Instructors may claim up to 15 minutes for both set up and pack up if they are required to participate and do so. Note that when starting late or finishing early set up and pack up is still expected. An individual’s allocation of hours depends on meeting this commitment.

TEAM WORK
- Instructors are expected to work as part of a collaborative team.

SMALL GROUPS
- Each instructor is to ascertain which students are in his or her group and assume responsibility for them. If two instructors combine their groups they become responsible for all those students. Several instructors supervising a large group in one small area should not occur.
- To keep student/instructor groups compact and consistency of expectation the distance of students from their instructor should not be more than 10 metres behind and 20 metres in front.

LESSON DURATION
- Instructors have a duty of care for their students for the duration of a lesson, not just when they are in the water.
WETSUITS

- Instructors are expected to actively assist students when getting wetsuits on, NOT SIT ON THE RAILS. Instructors are to actively assist THEIR STUDENTS when putting gear away.
- Ways to assist are:
  - **HANG UP WETSUITS for YOUR STUDENTS** to save time.
  - **WALK BACK with YOUR GROUP** not en masse.
  - Rescue assists with wetsuit returns etc. at the start and finish of lessons.
  - **Establish a ROUTINE with YOUR STUDENTS** such as return fins, then masks, then wash wetsuit, then hanging up wetsuits BEFORE they go to their bags and change etc.
  - **The Centre’s SCHEDULE is CRITICAL.** Start and finish on time. An individual instructor cannot be running 5 or 15 minutes behind everyone else. TEAMWORK & CO-OPERATION is the KEY.

UNAVAILABILITY

- Instructors are expected to contact the Ben Barber on 0411127515 ASAP if unable to work allocated hours on a particular day due to unforeseen circumstances. Instructors doing set up/pack up also need to organize a replacement.

Phone Policy

- As per the DECD Policy, instructors are expected to pay for private calls when using DECD (Centre) phones.
- Instructors are to keep private mobile phones switched off during lesson time.

WRITTEN INSTRUCTIONS

- Printed information such as this booklet and including all staff notes and senior minutes given to instructors are considered to be written instructions.
- Instructors are expected to read, absorb, and act in accordance with this information.
- It is the responsibility of Instructors to obtain copies of staff notes.

PERFORMANCE

- Instructors have a professional responsibility to participate in two way feedback processes to improve student learning and their own performance.
EMERGENCY PROCEDURES PRACTICE

- With direction from the Senior Instructors, each activity is to practice the procedure for a specific emergency at least once each season. (This is for instructors rather than students.) NOTE:- That all concerned must know that this is a practice only.

BASE DUTIES

- Setting up and packing up equipment used in the program.
- Assisting students with selecting equipment, primarily wetsuits, buoyancy jackets and snorkelling gear.
- Assisting students with cleaning and returning equipment as above.
- Organizing disinfecting masks and snorkels as per PNA's policy and procedure.
- Bleach solution using household bleach (4% hypochloride) needs to be 120mls of bleach to 9 litres water.
- All disinfectant solutions should be discarded at the end of each day. It is recommended that gloves, glasses and apron are worn when using bleach solutions.
- Organising the smooth running of the base area including area radio checks, providing organisational and safety details to areas, equipment maintenance and repairs, phone answering, and a communication point in emergencies. If qualified provide initial student first aid treatment until the instructor is available.

UV RADIATION PROTECTION

1. DECD will assist in the provision of hats, sunscreens, and sunglasses for instructors.
2. Instructors are expected to wear hats, sunscreen, sunglasses, and shirts at all practicable times.
3. Students are expected to wear hats, sunscreen, and shirts at all practicable times.
EMERGENCY PROCEDURES
IMMEDIATE ACTION

1. EMERGENCY SIGNAL;
   Continuous blasts on whistle, air horn, or siren

2. ENSURE ALL STUDENTS LEAVE THE WATER IMMEDIATELY

3. DELEGATION OF DUTIES

<table>
<thead>
<tr>
<th>PERSON A</th>
<th>PERSON B</th>
<th>PERSON C</th>
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<tbody>
<tr>
<td>ATTENDS VICTIM</td>
<td>CLEARS AREA</td>
<td>CALLS</td>
</tr>
<tr>
<td>DANGER RESPONSE</td>
<td>TAKES CHARGE OF STUDENTS</td>
<td>AND DIRECTS AMBULANCE CROWD CONTROL</td>
</tr>
<tr>
<td>ABC REASSURANCE</td>
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4. SENIOR INSTRUCTOR PRESENT TAKES CONTROL OF THE SITUATION

5. INSTRUCTOR IN CHARGE/ OR DELEGATE TAKES CONTROL OF THE SITUATION

6. ONLY THE INSTRUCTOR IN CHARGE OR PRINCIPAL TALKS TO THE MEDIA
SNORKELLING EMERGENCY RESPONSE PLAN

LEVEL 1 – THE INSTRUCTOR
All instructors MUST be prepared and able to perform a rescue. Instructors must be able to assess the need for a rescue, and determine the best possible method to conduct the rescue.

LEVEL 2 – SECOND INSTRUCTOR
Whenever possible, stay close to another group and their Instructor. If an emergency situation occurs, the SECOND Instructor can take control of both groups. This is stated in the Staff Information Book, under Emergency Procedures.

LEVEL 3 – BEACH, REEF, JETTY
At all times when snorkelling, instructors must stay close to the Beach, Reef or Jetty. In case of emergency, it is the nearest and quickest method of exiting the water, and maintaining control of your group. It is recommended that Instructors wear wetsuit boots when teaching snorkelling. This will enable them to move confidently, safely, and quickly across ALL surfaces.

LEVEL 4, IRB
The IRB is there to back up the other 3 levels of safety. When planning the dive, ALWAYS consider your ability to be able to perform a rescue.
EMERGENCY PROCEDURES CHECK LIST

NEAREST PHONES ARE AT:
1. LANDLINE AT BASE
2. MOBILE PHONE AT CANOE SHED (ON TOP OF FIRST AID BOX)
3. SOUTHPORT MOBILE PHONE AT BEACH
4. 2 NEXT “G” MOBILE PHONES FOR KAYAK/CANOE “TRIPS” IN CANOE SHED

EMERGENCY PHONE NUMBERS:

<table>
<thead>
<tr>
<th>AMBULANCE</th>
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<td>MEDICAL ASSISTANCE</td>
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<tr>
<td>BUREAU OF METEOROLOGY</td>
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FIRST AID KITS ARE LOCATED AT:
1. BASE (WITTON CENTRE, CORNER SALTFLEET ST & ESPLANADE, PORT NOARLUNGA)
2. CANOE SHED PLUS ONE TO BE CARRIED IN INSTRUCTOR CANOE
3. SURFING BAG
4. WINDSURFING TRAILER
5. WAVESKI TRAILER
6. BOTH RESCUE BOATS (IRB’S)
7. KETCH

PERSONNEL ON SITE FOR ASSISTANCE WITH FIRST AID
JOHN NEARMY   SUZY MEREDITH

2-WAY RADIO’S AVAILABLE FOR:
1. BOTH RESCUE BOATS (IRB’S)   2. BASE   3. SURFING
4. FISHING
5. KETCH   6. WAVESKIING   7. WINDSURFING   8. SPARE
EMERGENCY PROCEDURES SPECIFICS

These procedures consider the following:

- Fire at base when students are at base
- Fire at base when the students are not at base
- An individual or individuals with the potential to cause harm
  1. At base with students at base.
  2. At base with students not at base.
  3. On the beach area with students at base.
  4. On the beach with students on the beach.

**Fire at base when students are at base.**

IC, or acting IC or base person to dial 000.
All seniors move students out from base (especially change areas) towards the stairs.
If possible OH&S rep checks that there is no one in the toilets.
Each instructor takes a group of 10 students and moves onto the beach near the jetty.
When on the beach the students are regrouped so that all students from the same school are together. Students then put into lines so they can be easily counted.

**Fire at base when the students are not at base.**

IC, or acting IC or base person to dial 000.
Base person using radio to calmly inform the two duck drivers the fishing group and any sailors of the situation.
One duck driver stays with any snorkelers and at the end of the session puts them back on the beach, north of the jetty. Sailing group to be brought back to same point as snorkelers. Fishing group to join with snorkelers or kayakers.
Second duck driver to alert the other groups (windsurf, wave-ski, bodyboard, surf).
At the end of the session all students to stay with their instructor but to group together at the wave-ski trailer.
IC, or acting IC nominates someone to walk over to kayaking. At the end of the session kayaking students to join all other students at wave-ski trailer by way of the board walk through the sand dunes.

**Danger from an individual or a number of individuals at base when students are at base.**

IC, or acting IC or base person to dial 000.
IC or acting IC to make the decision as to whether ‘lock down’ or ‘disperse’ is the safest option. If ‘lock down’ option is chosen all students taken into the building as quickly as possible and the doors locked. The students should be moved away from the doors if this is possible, they should be kept calm and told to ‘bob down’.
If ‘disperse’ is chosen then each instructor to take a group of 10 students and head for the car park or the beach whichever looks like the safer option. The beach should be chosen as a last resort because of its exposed nature.
Danger from an individual or a number of individuals at base when students are not at base.
IC, or acting IC or base person to dial 000.
Base person using radio to calmly inform the two duck drivers, the fishing group and any sailors of the situation.
One duck driver stays with any snorkelers who remain in the water or on the reef until the danger has passed. Sailing group to be stay on the water and fishing group to remain where they are until danger has passed.
Second duck driver to alert the other groups (windsurf, wave-ski, bodyboard, surf)
All students to continue with their activities until given an all clear signal
IC, or acting IC nominates someone to walk over to kayaking. Kayakers also remain with their activity until given the all clear.

Danger from an individual or a number of individuals on the beach when students are at base.
Same process as when the students are at base

Danger from an individual or a number of individuals on the beach when students are on the beach.
IC, or acting IC or base person to dial 000.
Base person using radio to calmly inform the two duck drivers, the fishing group and any sailors of the situation.
The snorkelling duck driver makes the decision as to whether the snorkelers stay in the water or return to shore.
Sailors remain in the boat at sea until the emergency is over.
All other instructors end the lesson and have to make a decision as to the safest course of action. (Keep students together in/near the water or move into the sand dunes)
IC or acting IC nominates someone to walk over to kayaking.
Kayakers come off the water and if possible move into Onkaparinga canoe club rooms or into the boat shed and remain there until given an all clear signal. If possible doors locked and students moved into the middle of the room.
EMERGENCY SIGNALS

- If an instructor requires assistance immediately the instructor waves one arm to and fro above the head AND/OR uses continuous blasts from a whistle, air horn, siren or similar.
- An instructor raising one arm with a clenched fist indicates students are to get to the instructor AND/OR the instructor requires assistance as practical eg IRB to pick up snorkellers.
- If a student requires assistance immediately – the student waves one arm to and fro above the head.
- A student raising one arm with a clenched fist requires assistance as practical eg windsurfer needs an IRB tow to shore.
EPILEPSY FIRST AID MANAGEMENT
(Epilepsy planning and support guide for DECD)

All students with epilepsy must have a health care plan to follow, in the absence of the health care plan (this should only be when it is the first incident) please use the following standard first aid management procedure.

When a person starts having a seizure the following standard first aid steps should be taken.
- **Note the time the seizure started.**
- Protect the person from injury.
- Do not restrain the person.
- Do not place anything in the mouth.
- Roll the person on to the side in the recovery position as soon as possible. If in the water support the person in the water ensuring that their airway is clear.
- Monitor the airway.

If the person is in a safe environment and the airway is being maintained there is not need to move them out of, for example, a wheelchair or other awkward equipment or the water.

If the seizure stops within three (3) minutes and there are not complications (ie injury):
- Maintain the person in the recovery position until conscious.
- Observe first aid principles.
- Record your observations, including the time the seizure stopped.
- Inform emergency contacts.

**Call an ambulance when:**
- The seizure continues for more than three (3) minutes in children – five (5) minutes in adults.
- Another seizure quickly follows.
- Midazolam or diazepam has been administered as prescribed.
- The epilepsy and seizure care plan tells you to.
- You suspect breathing difficulty.
- You suspect injury.
- You are worried.
- **It is the first seizure for the person.**
- The person is pregnant.
WORKER HEALTH AND SAFETY
Relevant internet site is www.DECD.sa.gov.au/school staff/.

POLICY STATEMENT
Complete updated policy statement in PNA files.

Managers and supervisors are required to:
- ensure, so far as is reasonably practicable, that the workplace is maintained in a safe condition
- allocate resources to meet legislative requirements and the aims and objectives of this policy
- ensure the health, safety and welfare of all employees, students, visitors, contractors and the public in their area of operation
- provide employees and others with information and access to information about departmental and worksite policies and procedures which may affect their health and safety
- implement departmental OHS&W and Injury Management policies and procedures
- consult with elected health and safety representatives and/or OHS&W committee/s, and employees prior to changes to work practices and/or the work environment that may affect their health and safety
- identify, assess and control workplace hazards and any hazards which may result from proposed departmental or local initiatives which may affect the health and safety of employees and others
- ensure that all staff are appropriately trained
- induct all persons coming on-site about OHS&W and Injury Management policies and procedures
- ensure accidents/incidents are reported and investigated
- provide resources and time for health and safety representatives to perform their duties
- maintain an adequate level of knowledge of current OHS&W information, policies, procedures and practices by undertaking initial and on-going training provided by the department.

Employees are required to:
- act in a manner which protects their safety and that of other employees, students, visitors and others
- implement departmental OHS&W and Injury Management policies, procedures and safe systems of work
- use and maintain appropriate safety equipment provided by the department in accordance with documented safe work practices
- obey any reasonable instructions to ensure their safety and the safety of others
- inform their manager and/or Health and Safety Representative of any factor which may affect their own health and safety or the health and safety of others
- promptly report incidents, accidents, injuries and dangerous occurrences at the workplace to their line manager, including complete an ED 155 as required.
- ensure that they do not endanger their own safety or the safety of any other person through the consumption of alcohol or any other drug.
Other persons including labour hire, contractors, sub-contractors, volunteers, service providers, students and visitors are required to:

- abide by all departmental and worksite OHS&W policies and procedures
- take reasonable care to protect the health and safety of themselves and others
- obey any reasonable instructions to ensure their safety and the safety of others
- utilise resources and personal protective equipment in the interests of health, safety and welfare.
DECD has produced an Injury Management Fact Sheet (Roles and Responsibilities of any Injured Employee) which states:

Injured Employees are expected to fully participate in the Rehabilitation and Return to Work process

An Injured Employee should:

- Report the work-related injury to their Line Manager as soon as practicable after the injury occurs.
- Accept the goal of rehabilitation as return to suitable employment, and actively work towards achieving that goal.
- Actively participate in the return to work process, including the planning, implementation and review of the rehabilitation program or rehabilitation and return to work plan.
- Participate in appropriate treatment, as recommended by the treating medical practitioner of your choice, to facilitate a safe return to work.
- Make every reasonable effort to return to work in suitable employment.
- Accept the suitable duties offered by DECS and as part of an agreed rehabilitation program or rehabilitation and return to work plan.
- Comply with the medical restrictions as outlined by treating medical practitioners.
- Notify the Senior Rehabilitation Coordinator and employer immediately if unable to attend work for which you have been cleared to undertake.
- Provide a WorkCover Medical Certificate(s) to your employer for the duration of any period of incapacity, that is, from the time of incident to a durable return to suitable employment.
- Where possible to attend appointments outside agreed working hours.

If you have any questions about the rehabilitation process, contact your Senior Rehabilitation coordinator.

For further information or assistance, contact the Injury Management Unit on:

(08) 8226 7555
AQUATIC CENTRE PROCEDURES

Aquatic Centre’s Responsibility
The centre will only accept responsibility for the behaviour of students under the following circumstances:
- During Aquatic sessions 9.30am-12.30pm and 1.00pm-4.00pm
- Or if alternative times are booked

Emergency Procedures Policy
Even if a class is not involved all students are to be removed from the water in an emergency.

Student Seizures
If a student suffers a seizure in the water there is a possibility of water on the lungs so an ambulance must be called.

Student Transportation Policy
In the unlikely event that a student with a medical condition requires transportation in a private vehicle a person to manage the patient as well as a driver is required. Also the vehicle should have comprehensive insurance.

“New” Jetty Steps
- These may be used by instructors and students but communicate to avoid overcrowding.
- Remember that the steps are used by the general public, eg scuba divers, so take their needs into account.
- Watch for potential danger created by jetty jumpers.
- Students should not walk from the steps back to base unaccompanied.
- Using these steps as a boarding and disembarking point by the IRB for reef walkers is an option if conditions are suitable.

“Old” Jetty Pylons
There are several old jetty pylons that at times protrude out of the sand near the shorebreak just South of Port Noarlunga Jetty. Do not allow students to body surf or body board in this area. A similar situation can occur at the Southport footbridge.

Reef Trips:
- All students doing ECO wear PFD’s when travelling to and from the reef in the IRB.
- Junior Primary students wear PFD’s when on the reef at all times.
- Depending on conditions all students on the reef doing ECO may be required to wear PFD’s.

Supervision
Instructors are responsible for students when moving to and from activities – especially longer walks eg: Southport. Instructors must supervise their students throughout, and fighting, sand throwing and other aggressive behaviour is inappropriate. An instructor should bring up the rear as a safety consideration.
should anything untoward happen to a lagging student, eg: Asthma attack, bee sting, collapse, cut etc.

**Teachers with Students on Site**
A teacher with students on site always has a duty of care for these students. Although an instructor also has a duty of care for students in their class, the teacher is expected to take responsibilities as required. This includes behaviour management and student injuries.

**Bussing Students to Southport**

**Best Option:**
Ask bus driver to use Southport Car Park

**Second Option:**
Ask bus driver to stop on the opposite side of Weatherald Terrace. Students have to cross road.

**Safety Instructions (2-3 instructors):**
1. Instructor explains procedures to students before exiting the bus.
2. When disembarking surfers, one instructor leaves the bus first and moves surfers to the back of the bus.
3. Another instructor crosses the road opposite the rear of the bus.
4. The third instructor is behind the last of the students (from the rear of the bus).
5. The bus pulls away for a clear view of traffic and the students are sent across to the instructor on the opposite side who keeps them there.
6. Once across, instructors keep students in a group and cross the footbridge to Southport. No running ahead.
7. Students wait at the clubrooms before getting equipment or going down onto the beach for the lesson.
Thunderstorms

In the event of a thunderstorm, the following procedure is recommended by the Bureau of Meteorology:

- When the thunder becomes easily audible the storm is within 15-28 kilometres. Depending on atmospheric and wind conditions the storm can arrive at your position in as little as 5 minutes.
- As soon as thunder becomes easily audible, remove students from the water and immediately proceed to **dry ground**. Seek shelter in a **hard top** building or vehicle.
- Avoid small structures such as fabric tents, and single or small groups of trees.
- Do not touch or move close to metal structures such as fences or metal clothes lines.
- If your hair stands on end or you hear buzzing from nearby rocks and fences, move to a new position immediately.
- Do not handle long or metallic objects in the open.
- If in the open away from shelter, crouch down, preferably in a hollow with feet together, and remove any metal objects from the head and body. Do not lie down but avoid being the highest object in the vicinity.
- If boating, get ashore as soon as possible. If unsafe to do so, seek protection beneath a high structure such as a bridge or jetty.
- Avoid the use of telephones if possible, because the telephone system can become highly charged. If an emergency call is necessary, make it brief.
- A person who is struck by lightning has a good chance of survival if (after appropriate assessment) cardiopulmonary resuscitation (CPR) is applied immediately and continuously until medical help arrives.

The storm should pass within ten minutes. If thunder is no longer easily audible, check the sky in the direction that the storm approached from. If it appears clear (note that there could be a second front), students may return to their activities.
STUDENT ATTIRE

- Students participating in W/S and S/B may wear a PFD (for buoyancy) and a T-Shirt (or similar for sun protection), rather than a wetsuit which is the preferred option.
- Surfers and bodyboarders as they are attached to buoyancy may in suitable conditions wear only boardshorts and rash vest.
- Students participating in SN must wear a wetsuit as protection from reef cuts etc.
- Students in any activity may wear a PFD if they so desire.
- PFD use in the swimming program – students in year R-4 will wear a PFD at all times when snorkelling. Year 5 students will wear a PFD at their instructor’s discretion. When doing safety jumps from the jetty, all students MUST wear a PFD as this is a buoyancy control activity.

Helmets
1. Primary school students participating in waveskiing must wear helmets at all times.
2. Students participating in waveskiing in the surf must wear helmets.
3. Students participating in surfing and using fibreglass boards must wear helmets.
4. Students sailing in the small boats must wear helmets.
5. Students windsurfing must wear helmets.
6. Instructors are advised to wear helmets at all appropriate times.

Footwear
1. Any maintenance work requires the wearing of solid, enclosed footwear.
2. Instructors must wear appropriate footwear at all practicable times.
3. Instructors and students participating in canoeing or windsurfing in the Onkaparinga River must wear appropriate footwear at all times (eg old sneakers, wetsuit boots) Bare feet, thongs, slip on sandals are unacceptable.
4. Instructors and students participating in sailing are encouraged to wear protective footwear (eg old sneakers, wetsuit boots).
5. Students participating in reef walks are encouraged to wear socks to lessen any environmental damage, but instructors should wear soled footwear in case of emergencies.

Snorkelling Hoods
Students in snorkelling lessons who wish to duck dive under “objects” must wear a wetsuit hood to protect their head.
RISK ASSESSMENT AND HAZARD MANAGEMENT

General
The Sport Swimming & Aquatics Unit as part of DECD, is currently reviewing documentation concerning risk assessment, hazard management and curriculum for Swimming & Aquatic Centres. The purpose is to develop consistent policies and program content across Centres and maximize student learning outcomes in a safe environment.

Proposals involve assessing the level of risk for an identified hazard considering the likelihood and consequence. Management of the hazard is described to minimize any negative outcomes.

The different activities will be reviewed in this manner, the documentation providing safe operating procedures consistent across Centres and specific to Centres as necessary. There will be a Risk Register for each activity.

Racing/Competition and Minor Games
DECD recognizes and accepts that within school sport, racing/competition and minor games form part of the valid teaching methodology to improve student learning outcomes. However, introducing racing/competition and minor games in a swimming/aquatic lesson can create additional hazards and increase risks which require management. Three examples are:

- Students kayaking racing from one bank to the other.
  Capsize more likely – review capsize drill.
  Less directional control – how to avoid collisions.
  Hit by paddle – space students appropriately/staggered starts.

- Student tag team competition surfing.
  Student surfs into shore break – suitable site, define boundaries, review dismount.
  Student catches wave in front – review all wave riding safety in pre-race brief.

- Windsurfing race
  Student falls into shallow water – start and finish race in deep water.
  Students collide - review “rules of the road”.
  - ensure students have necessary skills.

NOTE: The above are only some of the hazards involved and part of the management required.

WINDSURFING SPECIFIC
A draft risk register for Windsurfing has been developed by the unit and when finalized will form the framework for other activity risk registers. Some details are:

- Falling into shallow water – Step off or fall flat. Do not dive/enter head first – even in deep water.
  - utilize broad, stable “start boards” to reduce frequency of falls.
  - clearly ID shallow water to all students.
HAZARDOUS SUBSTANCES STORAGE
1. Fuel and flammable liquids must be stored in the lockable fire proof cabinet in the Aquatics Shed at the Port Noarlunga Primary School. Other hazardous non-flammable liquids and substances such as paint and cleaners must also be stored in this cabinet.

PNAC OHS&W PLANS
The Centre’s OHS&W Management Plan is reviewed annually and further details are available as required. Corresponding Action Plans are documented and continuously reviewed.

OHS&W NEAR MISS AND REPORTING SHEETS
OHS&W issues including any occurrences during which an injury was narrowly avoided should be reported to the OHS&W representative using the OHS&W Reporting Sheets available at base. This will then become an agenda item at the next seniors meeting for discussion and further action as required.

Actual events
Instructors involved in incidents where an injury occurred must record details in the book kept in the Base First Aid Kit, and may be asked to write a description for publication in the Staff Notes. Knowledge of what and how something happened can help prevent repetition and allow discussion of reality not rumours.

Work Cover
In accordance with the Law, instructors are covered for work-related injuries. The extent of the cover will depend on the nature and the circumstances of the injury and will be determined by the DECD work cover group. A review of a decision is possible. For short-term injuries a request for interim payment pending a decision can be made. Medical certificates including clearance certificates are required. If instructors have any other employment during a 12-month period they should answer yes to Q6 on the worker report form. Any notional weekly rate will then be based on accurate information.

Reporting Injuries
Should an Instructor have an accident/injury at work they must notify the OHS&W representative and the I/C, and complete an ED155M Accident/Injury Report Form. This must be done even if no expenses or time off work are expected. Any accident/injury to a student must be recorded in the notebook kept in the Base First Aid Kit. Any significant accident/injury to a student must be reported to the OHS&W representative and the I/C.
Manual Handling
1. Safe lifting procedures must be used at all times including straight back and bent knees.
2. Do not attempt to lift or move excessive weights.
3. Instructors must assist each other when lifting and carrying equipment.
4. The rollers provided are to be used when moving boats and IRB’s.
5. Principles of lifting.

**BRAIN**
- Think before lifting - plan your lift

**BASE**
- Wide base provides stability
- Stride position in direction you’re moving

**BRACE**
- Abdominal muscles to support trunk

**BACK**
- Maintain normal curves of spine (“bottom out”)
- Bend knees and hips
- Stay flexible (ie don’t hold yourself rigid)

**HOLD**
- Comfortable, secure grip holding
- Weight close to body

**HIPS**
- Do not twist at waist; Use hips and legs to turn
SOCIAL MEDIA
Please read following information sent to me about this recently. For your safety it is vital you follow protocols.

Dear School Principal,
I want to take up another point about social media which is a big topic within State office at the moment. We in Southern Adelaide, and I am aware of it happening in other regions, where a small minority of school staff have not established appropriate boundaries with students in using social media.

All staff have been required to participate in “Responding to Abuse and Neglect Training” this year. It directs staff to the DECD document – Protective Behaviours. Page 11 has a section devoted to social media. It states quite clearly expectations of school/DECD staff:

- They do not have children or young people in their education community as “friends” on their personal/private sites

This is explicit and would include students even if the staff member or student has moved sites. I would like all principals to remind staff of this point by way of a point at staff meeting or in your weekly bulletin. While it is incredibly obvious to all of us we have had a run of cases this year. Please pay attention to staff that may be counsellors or work with the disengaged students. It is clearly in place to protect the student/young person but also in place to protect the staff member.

We recognise that ICT is moving at a frantic pace. This is not to stop a school endorsed blog, Moodle etc. where teachers and students can post messages. However, these sites are transparent where senior staff and often parents can view the comments/assignments/discussions. If comments or discussions breach your protocols you will no doubt pick that up immediately.

I am aware of a body of work that is being done in State Office at the moment on this very topic so expect more advice to follow. If you have cases of breaches of social media please contact your Director to discuss. We can get an interpretation from our Investigations Unit and can assist you if you need to put a “Letter of Direction” in place with a staff member.

While this may be obvious to us it has surprised us that we have had some staff who cannot see the boundary and in at least one case this year, it was quite innocent but placed that teacher in a precarious position. Best to be sure than sorry later.

Thanks for your support in this matter.
Cheers

Richard Costi
Regional Director
Southern Adelaide Region
GUIDELINES FOR SPECIFIC ACTIVITIES

IRB and Snorkel/Reef Instructors

IRB Drivers

- Limit motor power to ¾.
- Make sure motor does not drag on sand or rocks when leaving beach (be prepared to get wet up to the thighs).
- Don’t charge into the beach, get help to pull boat up if necessary.
- Exceptions to above guidelines, in an emergency or if shore break is bad, then do whatever is necessary.
- For legal compliance numbers in the IRB’s are:
  - Swift 7 H/S or P/S students plus driver and instructor ie 7 + 2 = 9 TOTAL.
- There will not be IRB rides for swimming students.
- Swimmer visibility is now an identified risk. For a collision to occur the likelihood is unlikely and the consequence is major making the level of risk high. To manage the risk the following must be implemented.
  (a) IRB drivers must ensure they have clear visibility.
  (b) The instructor on board is required to keep a lookout.
  (c) Before ferrying students to and from the reef, drivers will radio check with staff at vantage points if there are swimmers. For example a check with base or instructor(s) on the jetty. This will be recorded on the white board by crossing the radio check tick on the “to” runs and an asterisks on the “from” runs. If the IRB is on the north side of the jetty and there are no fishing groups on the jetty the driver may need to stand briefly to confirm there are no swimmers/hazards.
  (d) All instructors observing a swimmer or hazard should communicate with the drivers as soon as practicable.
  (e) Although there is no formal obligation regular swimmers will be politely asked to inform base when they are about to commence a reef swim.

Note following the identification and implementation of risk management control measures it is assumed that this risk description be reconsidered as having a “low risk” factor.

Snorkel/Reef Instructors

- Take front right hand seat so when IRB gets to reef you can hold front rope and driver can get out and hold back rope to secure boat for students to get out safely.
- Note Medication in the IRB may not be immediately accessible.
- Swimming groups snorkelling are to notify IRB’s of their dive plan the same as aquatics snorkelling groups.
- See John Nearmy for further information as required.
SNORKELLING

DO NOT SNORKELL FROM REEF TO BEACH
This is not an option as on several occasions student safety has been compromised and/or issues have arisen.

DIVE PLANNING
1. Do you feel confident that you can perform a rescue in the conditions?
2. Do you have SAFE access and exits sites for the dive?
3. Do you know what the other groups are doing
4. Have you checked the student’s equipment?

SNORKELLING BEHIND THE REEF
NOBODY is to snorkel behind the reef, before a rescue boat is present. NOBODY goes through the aquarium until the rescue boat is there to meet them.

SNORKEL BOARD
1. Before departing base for a snorkel each instructor must put their details on the board making sure that their dive plan is compatible with other groups and the duck drivers know what is happening.
2. On returning to base each instructor needs to cross their own name off the list.

A STUDENT IS TOO COLD TO CONTINUE
1. Put the student on the Beach, Reef, or Jetty, whichever is closest. This will keep the WHOLE group together.
2. Put the student in the IRB. The driver must immediately take the student to the beach, instruct them to go to the Base and begin to get changed. The driver will inform Base via radio

VERY HOT GROUND SURFACE
Make sure that students have footwear (thongs, sandals, etc) on their feet when the ground surface becomes too hot to walk on in bare feet. This needs to be observed at the wetsuit racks, the snorkel trailer, walking to and from the beach and walking on the jetty.

DIVE KNIVES
Snorkelling instructors are expected to carry a dive knife when conducting snorkelling lessons. Spare dive knives for use on a lesson by lesson basis are available. Dive knives can be purchased from the Centre.

MASKS AND SNORKELS
A blue bin, (separate from those used for rinsing wetsuits) with brushes and soapy water is provided. Instructors are to ensure that students scrub their snorkel mouthpieces and then place them in the rinsing water, (yellow mesh crate inside the solid red crate) RED for RINSE. The person(s) at base will soak etc.
SWIMMING  Note DECD policies are swimming ratios years 3-5 are 1:10.

Foam Boards
Students are not to stand on foam boards in shallow water. Students standing on foam boards in chest deep water with adequate supervision is acceptable.

Snorkelling
- DECD guidelines recommend that students under eight years of age should not snorkel due to the risk of breathing expired air through the snorkel. In general this means Reception and year 1-2 students do not use a snorkel.
- At PNA swimming students do not use fins. This is primarily due to equipment availability.
- Swimming groups snorkelling are to notify IRB’s of their dive plan the same as aquatics snorkelling groups.
- PFD use in the swimming program – students in year R-4 will wear a PFD at all times when snorkelling. Year 5 students will wear a PFD at their instructor’s discretion. When doing safety jumps from the jetty, all students MUST wear a PFD as this is a buoyancy control activity.
- Only year 5 students will snorkel to the reef as part of swimming. All other year levels will snorkel around the mini reef or close to shore

Safety Jumps and Compact Jumps from Jetty Steps
- Instructors prepared to enter water.
- Instructors take with them rescue tube or rescue board.
- Make students aware of slippery steps.
- Use only step area not cross beams on jetty.
- Notify rescue of your intentions.
- Only one child jumping at a time.
- Beware of fishing lines and fishermen.
- Talk to jetty jumpers, ask to refrain while students in water, if unsafe return another day.
- Do not call this activity jetty jumping. Make students aware of the dangers of jetty jumping.
The following policies and procedures have been identified as having particular reference to Swimming & Aquatics Centres. **These policies are available from the Centre’s Administration building at the Primary School and can be accessed as required.**

**DECD POLICIES AND PROCEDURES**

- OHS&W AND INJURY MANAGEMENT POLICY  
- OHS&W REGULATIONS 2.1 – 2.18  
  PART 2, GENERAL WORKPLACE  
- COUNSELLING AND REHABILITATION POLICY  
- INJURY/INCIDENT INVESTIGATION & REPORTING PROCEDURE  
- DRIVING PROCEDURE  
- ELECTRICAL TESTING PROCEDURE  
- PROTECTIVE CLOTHING/EQUIPMENT GUIDELINES  
- WORKING IN ISOLATION PROCEDURE  
- PERSONAL PROTECTIVE EQUIPMENT PROCEDURE  
- HEAT STRESS PROCEDURE  
- INFECTIOUS DISEASE CONTROL PROCEDURE  
- MANUAL HANDLING POLICY  
- OCCUPATIONAL FIRST AID POLICY  
- HAZARD MANAGEMENT PROCEDURE  
- HAZARDOUS SUBSTANCES PROCEDURE  
- DISINFECTING SNORKEL MOUTHPIECES

**PNA POLICIES & PROCEDURES (in this induction book)**

- EMERGENCY PROCEDURES  
- EMERGENCY PROCEDURES CHECKLIST  
- IRB DRIVING  
- SETUP AND PACKUP  
- ACTIVITY SPECIFIC SETUP AND PACKUP PROCEDURES  
  - Sailing  
  - Waveski  
  - IRB  
  - Windsurfing  
  - Canoeing  
  - Base
CANOEING POLICIES

Capsize
Kayaking/ canoeing is a secondary contact activity and as such is considered safe in the Onkaparinga River. However in view of possible public perception and in terms of minimising risks:

- Capsizing with students is avoided
- Direct students to avoid swallowing water
- Capsizing and rescues for high school students doing courses is done at the beach, at the Southport footbridge or at the Noarlunga Leisure Centre Pool if the weather is inappropriate.
- For two or three days after heavy rain additional care to prevent capsize with all students is taken.

Canoeing Trip Communications

- There are Next “G” mobile phones in waterproof containers available for kayak groups going a distance from the canoe shed.
- These phones are for **EMERGENCY OUTGOING CALLS ONLY**.
- If kayak groups are paddling up or downstream from the canoe shed the instructor(s) must carry a phone.
- Instructors are expected to communicate and work together so groups are in a common area and a phone is accessible for use in an emergency.

FISHING POLICY

When students are fishing from the jetty the instructor must have additional buoyancy (e.g. a rescue tube), to effect a rescue as required.

In September 2002, in response to a survey the Onkaparinga City Council erected signs upstream of the Saltfleet Street road bridge warning against fishing and swimming. Expert opinions states that providing cooked flesh only is eaten there is no health hazard. However in view of possible public perception and in accordance with teaching students to obey warning signs:

- Fishing classes are not conducted upstream of the Saltfleet road bridge
- Fishing classes conducted in the Onkaparinga River will adopt a catch and release policy.

Fishing Bait

- Thawed fish bait **MUST NOT** be left in the fridge as it can be a health hazard
- There are grey freezer packs which can be used in the bait esky and “rotated” during the day and overnight.
- The fishing instructor on the last lesson (possibly with student assistance), is expected to rinse and clean the bait container, knife and the esky.
ANTI-HARRASSMENT & GRIEVANCE POLICY
For whole Aquatic Centre - staff, students, and parents

We value working in a physically safe and emotionally supportive environment

Harassment is:
- Deliberate and repeated unwanted behaviour against a victim or a group of victims.
- Treating others in a way that makes them feel embarrassed, offended, upset or afraid.
- It can be in the form of physical, verbal, sexual, racial, or emotional harassment.

Kinds of Harassment:
Physical: Bullying, pushing, letters, drawings, touching, invasion of personal space, taking/damaging possessions.
Verbal: Comments/ gestures, nicknames, put downs, name calling, laughing, threats, slander.
Sexual: Deliberate and repeated touching, fondling or physical contact, smutty jokes or comments, provocative or insulting remarks, leering and ogling, persistent questioning about someone’s private life.
Racial: Racist comments, religious comments, picking on people because of their race or religion, ridicule, name calling, put downs, physical violence.
Emotional: Snubbing, ganging up, ignoring, put downs can also be part of all areas above.

Aim:
To ensure a harassment-free environment for all members of the Centre.

Objectives:
- Develop positive relationships between all members of the Aquatic Centre.
- Use socially just practices.
- Develop success oriented classes.
- Practice peaceful conflict resolution.
- Teach the Aquatic Centre staff skills to prevent and /or respond appropriately to harassment including Harassment Grievance procedures.

Strategies for Prevention
We will prevent harassment through use of,
- Behaviour Management Structures- e.g. rules and Grievance Procedures
- Appropriate Teaching Methodology-e.g. teacher modelling, collaborative classes, acceptable codes of behaviour, catering for individual differences, access to resources for all, positive relationships, good listening, success orientated environment.
- Mandatory Reporting.
- Specialised teaching/ learning programmes - e.g. Protective Behaviours and Staff Meetings.
- Specific Skills Teaching- e.g. Identifying feelings, communication, what harassment is, problem solving, effects of harassment on education, self-
esteem, assertiveness, mediating and negotiating, understanding and using the
Grievance Procedures, awareness and responsibility for own behaviour, mutual
respect.
Harassment will not be tolerated and in the event of any incident taking place,
positive action for correction will occur.

**Grievance Procedures**
We support the right of any members of the Aquatic Centre Community who
believes there is a problem to have their grievance addressed.

**Guiding Principles**
1. Limit extent of knowledge of the event
2. Maintain confidentiality of people, information, involvement
3. Prevent victimisation
4. Outside agencies can be used at any time.

**Options**
**Personal resolution**
Usually after direct discussion with the person concerned and possibly after advice
from colleagues or contact people.

**Mediation**
A third person (I/C, Senior Staff) mediates between the two parties, any
inappropriate actions cease and the working relationship reconstructed.

**Agent**
I/C or Senior Staff act as an agent to convey a message of concern to
respondent. Complainant is named, no judgement passed and no action taken.

**Expression of Concern**
Complainant confidentially informs I/C, Senior Staff who respond by monitoring
behaviour of all employees, including respondent. Respondent approached and
appropriate action taken only if required.

**Complaints to I/C**
These are normally resolved at the local level with an internal investigation and the
appropriate action taken.

**Further Advice**
Seek further advice from Southern Area based personnel.

**Lodge a complaint**
1. Using DECD Grievance Procedures
2. With the Commissioner for Equal Opportunity
3. With the appropriate Trade Union

**Contact People**
These people include the OHS&W Staff Representative, and Port Noarlunga Primary School and Southern Area based personnel. A contact person’s role is to provide information and advice, not investigate and/or take action.
GRIEVANCE PROCEDURES

This process can be entered at any point. It can also be exited at any time when a satisfactory resolution has been reached.

Examples of strategies which can be used are included in the flow chart.
BEHAVIOUR MANAGEMENT POLICY
Instructors must clearly set out the behaviour expected of their students. They should be familiar with the policy, and encourage and model behaviour in line with the policy.

EXPECTED CODE OF BEHAVIOUR

Respect for People
- Speak politely (avoid swearing)
- Participate cooperatively and safely

Respect for Property
- Place litter in bins,
- Care for Centre equipment, buildings, and property.
- Keep our environment free of graffiti and vandalism.

Safety
- Follow the instructor’s directions
- Stay within the stated boundaries,
- Observe DECD Sunsmart policies,
- Walk on all hard areas (cement, road, etc)
- Avoid using equipment in a manner that could hurt others (swinging canoe paddles)

Teaching and learning
- Respect the right of people to teach and learn
- Be prepared for lessons and participate responsibly
- Complete tasks to the best of your ability
- Be responsible for the safety of self and others in the class.

Consequences for Irresponsible behaviour
1. Warning
2. Second warning- reminder as to why the behaviour is unacceptable (safety) and continuation results in time out.
3. Removal from group.
4. Exit to teacher
5. Student/ Instructor/ Teacher agree on expectations.

The Centre aims to work with all to support and model appropriate behaviour.

Points to consider
- Positive reinforcement for good behaviour rather than consequences for inappropriate behaviour.
- A clear bottom line is very important as is consistency. (Between instructors as well as between instructor and students).
- Concentrate on antecedents. That is routines such as equipment collection and return, paying attention when the instructor is talking, staying as a group with the instructor.
- Monitor your own emotions-don’t let the students “press your buttons” and use self talk.
- Watch for “bush lawyers”- bottom line and apply it consistently.
**DECD SMOKE-FREE POLICY**

The Department for Education and Child Development (DECD) Smoke-free Policy has been endorsed.

**Under the policy smoking will be prohibited at all DECD facilities** and property, including land, buildings, structures, outside areas whether owned, rented, or leased by DECD, and all vehicles owned, leased, rented, contracted for, or controlled by DECD used for transporting students, staff, or visitors.

The policy will apply to all persons entering or using DECD premises, including all DECD staff, clients, volunteers, students and researchers, as well as contractors and visitors.

Smoke-free policy, posters will be distributed to DECD sites to promote public awareness.

**DRUG POLICY**

The drug Policy of Port Noarlunga Aquatic Centre has been formulated within the context of Education Department Regulations, of Administrative Instructions and Guidelines, of State Legislation and School rules.

**Aquatic Centre’s Responsibility**

The centre will only accept responsibility for the behaviour of students under the following circumstances:
- During Aquatic sessions 9.30am-12.30pm and 1.00pm-4.00pm
- **Or** if alternative times are booked

**Confidentiality:**

Wherever possible, the confidentiality of students, parents, and members of staff will be honoured. It will not be possible to maintain confidentiality when police or other legal action is taken.

**Definitions:**

*Medication*

Prescribed or over the counter drugs such as analgesics.

*Drugs*

1. Alcohol, tobacco, other non illegal drugs or chemicals
2. Illegal drugs
3. Instruments used for consuming drugs

*Involvement Means*

1. The use of drugs
2. The possession of drugs, or instruments used for consuming drugs
3. Being present when one or more students are using drugs

**Inappropriate Use of Drugs:**

The Centre does not allow
- The use of prohibited drugs
- The inappropriate use of prescribed or over the counter medicines
- The inappropriate use of solvents or other chemical agents
- The consumption of alcoholic beverages
- The smoking of tobacco or other drugs
- The possession of drug related objects, such as syringes, bongs, or pipes.

The Centre also prohibits the possession, sale, supply, exchange, or negotiation to any of the above when on the Centre/ school premises, or any other occasion when the staff of the centre/ school have responsibility for an individual group of students.
PERFORMANCE MANAGEMENT POLICY

1. The aim of this policy is to encourage, develop, and maintain a workplace culture which welcomes and values feedback on performance.
2. Employees are expected to engage constructively in the process and be accountable for continuously improving their performance.

PURCHASING POLICY
- All orders must be authorised by the Site Manager or delegate.
- The risk assessment procedure must be followed for each item on order to ensure that any hazard associated with the purchase is identified and safest option purchased and/or control measures are in place.

USE THE HIERARCHY OF CONTROLS

Eliminate: If the substance/item is not necessary. Do not purchase, this removes the hazard completely.

Substitute: Replace with a less hazardous option. Refer to Chemwatch CD

Engineer: Modify or apply another suitable engineering control such as using a trolley, ventilation, guarding etc.

Administration: Change work procedures to reduce exposure to the hazard. If ordering a hazardous substance, obtain a Material Safety data Sheet before making the purchase and ensure control measures are in place.

Personal Protective Equipment: Use gloves, apron, safety glasses, mask, etc when appropriate.

- Orders will not be processed unless the risk assessment is signed by the person wanting the goods. Please refer to the risk assessment flow chart on the following page
PURCHASING: HAZARD IDENTIFICATION AND RISK ASSESSMENT

PERSON PURCHASING GOODS
Is responsible for hazard identification and risk assessment ensuring controls are in place, where applicable. Purchase will not proceed until the assessment has been signed by this person.

DECIDE HAZARD LEVEL OF ITEM(S) TO BE

HIGH LEVEL HAZARD

NO

ARE PRODUCTS ESSENTIAL?

YES

ARE SAFER ALTERNATIVES AVAILABLE?

NO

NO HAZARD

SEEK ADVICE FROM:
- H&S Representative/ Committee
- Professional groups
- OHS&W Unit 8226 1412
- Material Safety Data Sheets (MSDS)
- Dept. for Administration & Information Services 8303-0400
- Health Commission 8226-6010
- Workcover 8223-2222
- Australian Standards contact H & S Advisers
- Manufacturers/salesperson
- Worksafe Australia
- Trade Associations
- Labels
- Consolidated Regulations
- Facilities Personnel

DO NOT PURCHASE

NO

ENSURE (As applicable)
- Training is provided and documented
- Adequate supervision
- Safe work practices/ procedures documented and followed
- MSDS for hazardous substances available
- Maintenance/ monitoring requirements met

YES

LOW LEVEL HAZARD

CAN HAZARD /S BE MANAGED WITHIN EXISTING WORKSITE STRUCTURE? Eg
- Trained staff
- Safe work practices/ procedures
- Adequate ventilation
- Appropriate lighting
- Appropriate storage
- Adequate work space
- Sack truck available
- Electrical equipment- RCD’s
- Ergonomic furniture
- MSDS available

NO

PROCEED WITH PURCHASE

YES
RESPONDING TO ABUSE AND NEGLECT
As a DECD employed hourly paid Instructor you are required by law to notify the Department for Family and Youth Community Services of cases where child abuse is suspected.
All instructors must be trained as mandated notifiers so that they are fully aware of their legal responsibilities in this area.
As in all dealings with children a sensitive and caring manner is required, and remember, your role is primarily to report, not discuss and investigate.

Reporting Child Abuse and Neglect
Families SA has been working on making the process of notifications of suspected child abuse and neglect easier for mandated notifiers in South Australia. Some matters can now be reported through an online child protection reporting system.

reportchildabuse.families.sa.gov.au

For immediate life threatening situations continue to call SAPOL 000.

Mandated notifies still need to call the Child Abuse Report Line when notifying serious concerns about the suspected abuse and neglect of children.

Child Abuse Report Line 13 14 78

This can include:
- A child in imminent or immediate danger of serious harm
- Serious injuries
- Chronic neglect
- Infants (under 12 months)
- When a child is in the care of Families SA and you suspect they are being abused and neglected.
SUNSMART POLICY

The health and well being of students and instructors is a priority issue for Port Noarlunga Aquatics.

PNA recognises that skin cancer is a disease caused by sun exposure and will actively promote, encourage and support skin protection for all students and staff.

To this end PNA will:
- Supply shade within the base area unless prevailing weather conditions make this impossible.
- Supply staff with sun protective clothing – shirts with long sleeves and a collar.
- Supply staff with a broad spectrum water resistant 30+ sunscreen.
- Promote the reapplication of sunscreen through the working day.
- Encourage staff to wear shirts and long shorts when at work and not in the water.
- Encourage staff to wear sunglasses to protect their eyes.
- Encourage staff to wear hats when not in the water preferable with a broad brim.
- Provide students with wet suits that cover their shoulders and the tops of their legs.
- Promote the wearing of hats by students. A number of hats will be kept on site to facilitate this.

Instructors at PNA are aware that they are sun smart role models for any students on site.

As role models instructors will:
- Dress in an appropriate sun smart manner.
- Check that the students in their group are wearing sunscreen and will supply sunscreen if needed.
- Require students to wear wet suits or rash tops with shorts.
- Support the sun smart policy of the school on site in the regard of hats.
SHARK SIGHTINGS POLICY

- If a possible sighting omit the word shark.
- If a confirmed sighting use the word shark.
- Be aware that radio transmissions are public.
- Guidelines similar to the Policy re Shark Fishing apply.
- Remove students from the area without creating a drama; notify other instructors in adjacent areas.

NOTE:
1. PNA emergency signal is continuous blasts on whistle, air horn or siren.
2. Shark alarm is both arms vertical above the head/red and white quartered flag displayed.
3. All clear is both arms horizontal/red and white quartered flag taken down/short blast on whistle, air horn, or siren.

- LET AT, JPHN NY AND SN SENIOR KNOW:
  - When all clear, students may re-enter the area.
  - A brief meeting to let all instructors know, may be appropriate.
  - As with all activities, if not confident, an instructor should swap and do an alternative and afterwards discuss the issue with AT.

Shark Spotting Plane

- In season 2006/07 the government funded a shark spotting plane. Funding is currently to continue in season 2011/12 from the end of November 2011 until at least the end of March 2012. If the plane is in the vicinity there is a number on the laminated emergency numbers sheet on the notice board which can be called for further information as required.
- The plane’s protocol is to circle and identify a sighting, then continue circling and sound the siren and call the police if the sighting represents possible danger. When police are on the scene to ensure people stay out of the water the plane will move on.
- The planes are expected to have sirens but in some circumstances this may not be the case so if circling remove students in the vicinity from the water and seek further information. The plane’s front landing light is generally not a signal but if flashing assume it is a warning of danger.
- Due to the Centre’s regular presence and large student numbers in 2007/08 the plane offered to do an extra pass between Witton Bluff and the river mouth as an added precaution.

SHARK FISHING POLICY

If a person is shark fishing from Port Noarlunga Jetty at a time, and in an area where the students participating in the Centre’s Aquatic program would normally go, the following policy will come into effect.

1. Students will be removed from an area where shark fishing is taking place.
2. The person(s) shark fishing will be politely asked to cease this activity as inappropriate for a recreational aquatic reserve regularly accessed by many people.
3. If the shark fishing ceases and there is no evidence of sharks in the area, students will be permitted to enter the area and participate in the available activities.

4. If a person(s) is observed throwing offal or similar from the Port Noarlunga Jetty, students will be removed from that vicinity. As such activity is an offence, the Department of Fisheries will be contacted as empowered enforcement officers. Students will not be permitted into the area until all evidence of the offal has gone.
SET UP AND PACK UP PROCEDURES

DECD currently funds Aquatic Centre instructors involved in set up 15 minutes at instructor rates and 15 minutes at instructor rates for pack up. Operational costs at PNA are high and it is in the Centre’s best interest to have set up and pack up as efficient and cost effective as possible. Not all PNA instructors are involved.

TEAM WORK AND CO-OPERATION is necessary, as ALL INSTRUCTORS are responsible for ALL AREAS to be set up or packed up as required.

In general instructors are expected to be on site commencing work 30 minutes prior to their first lesson start time and 30 minutes after their last lesson finish time. This will include some time for personal preparation and pack up.

Instructors claiming set up and/or pack up must confirm actual location start times with the area senior(s) and ensure all areas are packed up completely before leaving.

Instructors do not claim set up and/or pack up if not worked.

Instructors are expected to organise a REPLACEMENT as required, (e.g. floats), IF NOT AVAILABLE and let the area senior(s) know ASAP.

Instructors are expected to show initiative and common sense. For example:
• What equipment to leave and where.
• Organise options when activities occur in alternative sites.
• Organise options when walking students from Southport to base and pack up is included.

Instructors involved in kayak pack up are expected to supervise students to base for their last lesson finish time then leave ASAP for Wearing street.

Instructors rostered 9am or 9:15am lesson starts are expected to be ready for their class and assisting with set up as practical. These instructors are also expected to snack and change for the next class at approximately 10:30am and assist with wetsuit returns etc. during the 11am change over.

Instructors rostered SACE courses may claim set up and pack up if worked.

REMEMBER TEAM WORK IS THE KEY TO A SAFE WORKING ENVIRONMENT.
SAILING SET UP AND PACK UP

PROCEDURE - KETCH

- 2 People to set up the masts. 1 of these people to balance the trailer and connect the forestay.

- 6 People for the launch and pack up of the ketch. Minimum of 4 can be used in suitable conditions.

- **Launch**: Roll ketch on trailer to the water line where there is a minimum of rocks (Stay clear of the trailer wheels).

- Ensure ketch is deep enough before rolling it off the trailer.

- Tilt trailer accordingly to roll ketch off trailer and into the water.

- One person gets into the ketch (someone to hold the front of the ketch into waves for safe entrance into the boat) to motor out and anchor. Rescue driver to pick up this person.

- 3-5 to push the trailer a safe distance away from the water line. Consider beach conditions when using only 3 people.

- **Pack up**: Meet ketch at water line with rollers.

- Place rollers under bow of the boat as it reaches the shore.

- Pull ketch up as high as appropriate (consider shore break and soft sand).

- Bring trailer to ketch. Place end roller on trailer, under the bow of the boat. Attach winch line.

- Most experienced in the group to winch and align ketch onto rollers.

- Other people in the group to follow orders from wincher on when and where to push, pull, or lift parts of the boat. Remember to use correct lifting techniques during this process.

- Push trailer (use tractor if possible) to flat ground. ie Flat section of ramp.

- 2-4 people are needed to take down masts and tie down masts and light board.

- **Co-ordination and cooperation are a high priority in this process to ensure all people are positioned safely and correctly to share the workload evenly.**
REMEMBER TEAMWORK IS THE KEY TO A SAFE WORKING ENVIRONMENT.

I.R.B. SET UP AND PACK UP

PROCEDURE

- 4 People minimum to load I.R.B.’s
  - 2 on trailer to lift and manoeuvre
  - 2 to lift I.R.B’s

- Set up: Roll trailer as close as possible to the water.
- Lift front of trailer using 2 people, slide trailer out from under IRB.
- Tilt motor up when unloading, tilt motor down once on the beach.
- If you are unsure of the process ask for help.
- Pack up: Pull IRB up as far out of the water as possible.
- Lift IRB from the front rubber handles.
- Slide trailer under front of trailer
- Lift IRB higher after repositioned roll trailer further under.
- Repeat if necessary.
- Tilt trailer down; slide IRB on completely.
- Move trailer to stable ground.
- Tie down IRB and disconnect fuel line.

- Co-ordination and cooperation are a big part of a safe environment when working with the boats. Eg talk about next step, count the lift etc. Safe lifting techniques must be used at all times.

REMEMBER TEAMWORK IS THE KEY TO A SAFE WORKING ENVIRONMENT.
CANOEING SET UP AND PACK UP
PROCEDURE

- Load from the top racks to the bottom
- Unload from the bottom to the top racks
- Store upper kayaks on an angle for easier retrieval, front of shed only.
- Load Venturas, Canoes, and XT's in front section of shed
- Load dancers in side section of shed.
- To lift and carry boats use 2 people when available.
- Empty water from boats before loading.
- Use 4 people to push trolley when possible, no less than 2 people.
- No more than 12 boats on trolley at anytime.
- If 2 people controlling trolley then no more than 8 boats on trolley.
- NO RIDING THE TROLLEY
- Appropriate footwear to be worn at canoe shed at all times.
- No students are to push the trolley
- Safe lifting techniques are to be used at all times including straight back, abdominal bracing and bent knees.
- Assist others when needed.

REMEMBER TEAMWORK IS THE KEY TO A SAFE WORKING ENVIRONMENT.
WAVESKI SET UP AND PACK UP PROCEDURE

- Unload from the rear of the trailer first.
- Unload lower wave skis before upper wave skis.
- Load the front of the trailer first.
- Load wave skis into upper spaces before lower spaces.
- Use 2 people to unload wave skis in upper spaces or when loading wave skis into upper spaces lean wave ski against trailer and using correct lifting techniques slide wave ski into upper space.
- One person should lift no more than one wave ski at a time.
- Empty large YAK Boards before loading onto the trailer. Use 2 people to load these boards.
- Safe lifting techniques must be used at all times including straight back, abdominal bracing and bent knees.
- Assist others when needed.

REMEMBER TEAMWORK IS THE KEY TO A SAFE WORKING ENVIRONMENT.
WINDSURFING SET UP AND PACK UP PROCEDURE

- When possible use 2 people per board for lifting
- If 1 person packing up drag board to trailer on beach by fin or carry by centreboard, fin to front
- Load boards from the top to the bottom
- Slide bottom boards in by front or back of the trailer
- If 1 person loading boards to top rungs, start one end of board on the 3rd rung and ‘walk’ the board up to the top.
- Place fins to the front of trailer when loading boards onto sides of trailer
- Place heavier boards (350’s) on the bottom rungs of the trailer.
- Stack ¾ sails on port side of trailer and mini’s on starboard side.
- Set sails up down wind.
- When trailer is packed up ensure all elastics are tight and tie down ropes are secure.
- When trailer is unpacked ensure ropes are rolled up and put in the trailer.
- Safe lifting techniques are to be used at all times including straight back, abdominal bracing, and bent knees.
- Assist others when needed.
REMEMBER TEAMWORK IS THE KEY TO A SAFE WORKING ENVIRONMENT.

BASE SET UP AND PACK UP
PROCEDURE

- Bottom of roller doors are unlocked, roller doors lifted and the chains tied out of the way

- The large magnetic signs which are stored on the staffroom fridge (must be kept flat) are placed on the outside of the roller doors with the student change on the right hand door

- Wheel racks taken out of base and onto apron – steamers closest to the office, extra small go north and extra large south. Spring suits 8-12 on the north end with the larger ones on the southern end. Racks must be braked once they have been put into position

- Swimming wetsuits, and child PFD north of the rubbish bins

- Adult PFD’s north of children’s

- Snorkelling trailer tow ball in line with the bottom of the stairs allowing access on the rail side for surf life saving cars

- Fishing rods against side of stairs allowing room for snorkelling wash/rinsing equipment to the left

- Fish tackle trolleys and “Peters” signs separate aquatics from the kiosk door

- Shelters when not in use are stacked against the wall to the left of the office door with the wheelchair and sac truck

- When used one shelter is put over the swimming and PFD area and the second and third cover the rest of the wetsuits as best as possible

- Two staff racks are placed to the right of the office door against the wall ensuring the ends covered with foam are placed against the wall

- Burke jackets are placed between the two roller doors against the wall, ensuring the ends covered with foam are placed against the wall

- The hose reel goes on the tap in the corner – all fittings for the tap and the drain handle lifting device are located in the tray at the top of the hose reel
The rash tops are carried on the sac truck and used to separate the student bag area from the equipment and the metal school allocation sign is placed seaward of the rash tops.

The cones and flags are place to delineate the student bays.

The flag stands are placed first, then the weight and finally the flag in the order indicated. The fishing flag goes between the two fishing trolleys ensuring the hooks can not get entangled in the flag. Flags by the rail from north to south are Kayaking, Wavesking, Swimming, Snorkelling, Sailing, Windsurfing, Bodyboarding and Surfing.

The wash tubs are placed on their wheels making sure the hole is not over a brace, the hole is then plugged and the tubs placed near the rail.

All rinse water can be tipped onto the beach or down the square drain.

All water with detergent or bleach must go down the drain under the tap.

The floor is swept prior to the shelter being moved.

Brakes are removed from the shelter and using the handles the shelter is pulled away from the wall. The braces are screwed into place before the brakes are applied to the wheels.

When the shelter is packed up, after the braces have been removed, the middle panel is pushed to the roller door end and the shelter collapsed to the wall and the brakes applied.

The radios are turned on, put on channel 1 and placed in their holsters. The holsters are hung on the appropriate peg.

When packing up the radios – remove from holster ensuring the yellow clips on the base of the holster are in position and twisted so they can not fall off. Turn off the radio and place in the correct charger making sure the amber light comes on.
REMEMBER TEAMWORK IS THE KEY TO A SAFE WORKING ENVIRONMENT
PERFORMANCE MANAGEMENT REPORT - GENERAL AQUATICS

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<th>Centre Name</th>
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Current weather conditions

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<th>LESSON START</th>
<th>Needs Improvement</th>
<th>Competent</th>
<th>Above Standard</th>
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**Punctual, correctly attired**

Comments

**Medical Forms**

Comments

**Prepare all students for lesson**

Comments

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<th>MOVING STUDENTS TO AND FROM ACTIVITY AREA</th>
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**Safety as a Controlled Group**

Comments

**Lesson Content and Review**

Comments

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**Signals**

Comments

**Emergency Procedures For Students**

Comments

**Emergency Procedures For Instructors**

Comments

**Instructor Rescue Capability**

Comments

**Communications (eg radios/phones)**

Comments

**Activity Specific Safety (eg SU – crash position; CA – capsize)**

Comments
## LESSON PLANNING

<table>
<thead>
<tr>
<th>Needs Improvement</th>
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<td><strong>Appropriate (conditions and student abilities)</strong></td>
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## INSTRUCTIONAL SKILLS

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<td><strong>Clear, Logical, Concise Instructions</strong></td>
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<td><strong>Effective Skill Explanation and Demonstration</strong></td>
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<td><strong>Builds On Student Input. Uses Questions Effectively</strong></td>
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<td>OBSERVER GENERAL COMMENTS (over time period)</td>
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**INSTRUCTOR COMMENTS**

Comments

**CENTRE MANAGEMENT COMMENTS**

Comments

**GENERAL EVALUATIONS**

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**EVALUATION REVIEW**

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<td>Instructor Comments</td>
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<td>Centre Manager Comments</td>
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Assessor: ____________________________  Instructor: ____________________________  Centre Manager: ____________________________

Please sign opposite to indicate that you have been a part of a review regarding the above evaluation criteria.

Date: ____________________________
SUMMARY

As a swimming /aquatic instructor you have the safety of students in your hands and with that in mind you must make sure that these students are as safe as possible.

This means safe from strangers, safe on or in the water, safe from the sun, safe from harm on the beach and safe from abuse.

We must show ourselves to be taking all possible precautions in each of these areas to ensure that we cannot be shown to be negligent in our care of the children we instruct. If at any time during employment at PNAC an instructor feels the safety of their class is compromised, they are not to continue but return with their students to the Base at Port Noarlunga SLSC and contact the Instructor- In–Charge as soon as possible.

All of the information in this booklet describes conditions of employment. If you feel that you cannot fulfil any of these conditions, immediate discussion with the I/C is essential.
APPENDICIES
SNORKELLING COMPETENCY PROFORMA

GENERAL (Tick or cross if covered or not)
- Punctual and well prepared.
- Form into small groups.
- Check medical forms/medication.
- Assist students with wetsuit selection, rinsing and return. Also hood and weight belt if required.
- Establish routines, (eg where to meet, equipment collection, and return).
- Formulate a dive plan with students, and in consultation with other instructors and IRB drivers.
- Leave base in small groups rather than en mass.
- Plan lesson carefully as actual snorkelling time will be limited by your students' experience and physical capabilities, and the prevailing weather conditions.
- Instructors are responsible for their students for the duration of a session, not just snorkelling time.
- Be an active participant, not a passive observer.
- The environment and its conservation are fundamental to snorkelling lessons.

FAMILIARIZATION
- Equipment availability, selection and storage. (Significant gear loss per annum.)
- IRB commitments, operation, embarking and disembarking.
- Tide times.
- Local signage.
- Local sites.
- Ecology information, slides, access to “dry land” areas, (eg PNSLSC)

LESSON CONTENT
- Equipment selection, use and why.
- Dive plan, site selection and why.
- Site boundaries (eg students behind instructor and between instructor and reef).

Emergency Procedures
1. Whistle and general alarm
2. Hand signals
3. Secure site (eg reef, shore, IRB, rescue tube)
4. Treatment and transportation of students to first aid and medical attention.

Safety
1. Buddy
2. With a responsible adult
3. Make it known to a responsible adult where, when and return time
4. Sun protection, dehydration
5. Site, tide and weather conditions
6. Control of students
7. Correctly fitted and functional equipment
8. Dive float
9. Hyperventilation
10. Hypothermia
11. Self and partner rescue

Skills (introduced in order/instructor demos/individual help)
1. Fitting and correct use of mask and snorkel
2. Fitting and correct use of fins
3. Buoyancy control - floating, treading water, survival scull
4. Entries and exits
5. Mask and snorkel clearing
6. Duck dives and equalization
7. Demonstrate hand signals

ENVIRONMENT & CONSERVATION
SURFING COMPETENCY PROFORMA

GENERAL (Tick or cross if covered or not)

- Punctual and well prepared.
- Form into small groups.
- Check medical forms/medication.
- Assist students with wetsuit selection, rinsing and return.
- Establish routines, (eg where to meet, wetsuit collection, walking to Southport).
- Leave in small groups rather than en mass.
- All Instructors to assist in supervision of students to and from surfing.
- If boards need shifting to or from clubrooms, all Instructors are to assist as appropriate.
- Be an active participant, not a passive observer.
- Bussing students to Southport may be an option. Students crossing roads should be avoided. Instructors are responsible for students during this time and road safety rules must be observed.

FAMILIARIZATION

- Surfing bag/mobile phone/flags/First Aid Kit.
- Key and alarm for Club/Key for board storage/Club phone/Club First Aid.

LESSON CONTENT

- Site selection and why?
- Site boundaries (flags and distance out).

Emergency Procedures
1. Whistle
2. Hand signals
3. Leash/stay with board
4. Paddling out of a rip

Safety
1. Buddy
2. With a responsible adult
3. Make it known to a responsible adult where, when and return time
4. Sun protection
5. Site and weather conditions
6. No-one between rider and shore
7. Board not between rider and wave
8. Helmet/protect face and head
9. Self and partner rescue
10. Following a ride students must move to the up current flag before heading out again (Loop system)
11. Control of students (eg Yr. 10 high school) from the outset of a lesson is paramount.

Skills (introduced in order/instructor demos/individual help)
1. Paddling
2. Wave negotiation
3. Wave selection and catching
4. Prone to feet (standing up)
5. Turning
6. Trimming
CANOEING COMPETENCY PROFORMA

**General** (Tick or cross if covered or not)

- Punctual and well prepared.
- Form into small groups.
- Check medical forms/medication.
- Ensure students are dressed appropriately including for sun protection and footwear.
- Leave in small groups rather than en masse.
- All instructors to assist in supervision of students to and from the canoe shed, walking as a group on the footpaths and observing road safety rules when crossing roads.
- If canoes need shifting to or from the shed, all instructors are to assist as appropriate. Check with previous and next instructors plus TK what equipment needs to be where.
- Be an active participant, not a passive observer.
- Ensure students rinse and return PFD’s.

**FAMILIARIZATION**

- Canoe shed key/mobile phones/First Aid Kit/club key.
- First Aid log book/fire extinguisher/trolley/Canoe Club facilities.
- Spare shoes/canoe, kayak, paddle, PFD storage, tow ropes.

**LESSON CONTENT**

- PFD selection and why?
- Paddle selection and why?
- Site selection and boundaries (current and wind)

**Emergency Procedures**

1. Whistle  
2. Capsize drill  
3. Rafting up  
4. Towing

**Safety**

1. Correctly fitted PFD  
2. Functional equipment (buoyancy in canoe)  
3. Buddy  
4. Exposure (suitable clothing, sun)  
5. Suitable footwear  
6. Site and weather (eg wind and current)  
7. Self and partner rescue  
8. Make it known to a responsible adult, when, where and return time.  
9. With a responsible adult  
10. Group control.

**Skills** (introduced in order/instructor demos/individual help)

1. Launching, embarking, disembarking  
2. Forward paddling  
3. Back paddling  
4. Forward and reverse sweep strokes  
5. Emergency stop  
6. Rafting up  
7. Draw stroke  
8. Low support

**GAMES**

ENVIRONMENT & CONSERVATION