

Powerboating Workbook

Risk Assessment



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Powerboating Risk Assessment

Examples only

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Section 1: Risk assessment

1.1 Methodology

This section outlines the risks for students engaged in the following practical boating training from their training manual

The skill numbers refer to those in their workbook. After training, students complete a combination of skills to practice for their RMDL.

The register for each skill is in the form of a three-column table as follows.

Column 1:

1. Lists possible risks and training manual reference page
2. Lists 5 possible likelihoods as either
 - a. Almost certain - expected to occur in most circumstances or
 - b. Likely - will probably occur in most circumstances or
 - c. Possible - could occur at some time or
 - d. Unlikely - is not likely to occur in normal circumstances or
 - e. Rare - may occur only in exceptional circumstances
3. Lists 5 possible consequences as either
 - a. Severe - death or permanent disability to one or more persons or
 - b. Major - hospital admission required or
 - c. Moderate - medical treatment required or
 - d. Minor - first aid required or
 - e. Insignificant - injuries not requiring first aid
4. Calculates and records the risk level from the table 1 below.

Table 1: Risk consequences and likelihood

LIKELIHOOD	CONSEQUENCES				
	Insignificant	Minor	Moderate	Major	Severe
Almost certain	Medium	High	High	Very High	Very High
Likely	Medium	Medium	High	High	Very High
Possible	Low	Medium	High	High	Very High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium	Medium

Column 2:

Employs the *eliminate, substitute, isolate, use engineering, use administrative, use personal protective equipment* six step hierarchy of control measure strategy.

For example in starting an outboard motor, the following sequence is followed

1. *Eliminate* the hazard - Remove the motors from the boat. However this is defeats the purpose of the lesson, so:

2. *Substitute* the hazard with a lesser risk - Use oars as propulsion (defeats lesson intention), or crane to put motor onto transom (not possible) so:
3. *Isolate* the hazard - Do not let students start motor. However this is defeats the purpose of the lesson, so:
4. *Use engineering* controls - Place prop guards on motor (Reduces ability of boat to plane) so:
5. *Use administrative* controls - Perform regular inspection and tests on motors implement safe work practices, instruction and training. Write operation procedures to detail risk reduction strategies.
6. *Use personal protective equipment* - Issues gloves, Life jackets/PFD's pfd 2, steel capped boots

Column 3:

The changes made to deal with risk based on suggestions from Marine Safety Queensland, are listed.

- Changed structure of the ship
- Added new equipment/extra resource
- Created new policy for the operations
- Developed new or changed procedure
- Changed maintenance schedule
- Provided new training for crew
- Other.

The new risk level after control measures is calculated and recorded.

Notes:

Example of layout

[illegible]

1.2 Fuel the tank		
Hazards • Outboard fuel • Fuel tank Risks • Fire/explosion • Burns, skin infections • Death to others Reference Page 23 Students Workbook	Control measures <u>Outboard tank</u> • Students to watch outboard tanks being fuelled noting the following safety procedures performed by the teacher • Remove tank from boat and fill at fuel station away from boat in a well ventilated area • Leave room in tanks to allow for expansion, refuel in a well-ventilated space and wipe all spills. • No flames or smoking near area • Replace caps securely remembering to reopen vents. • After refuelling check bilge for spills, turn appliances back on and invite crew back on board. <u>Inboard tank</u> Students to watch inbuilt tank being fuelled noting the following safety procedures performed by the teacher. Note - Signs at the pontoon with the petrol bowser require the following safety procedures to be carried out. A. Nozzle earthed B. People and phones off C. Filling monitored D. Warning signs observed E. Extinguishers nearby down F. Hatches and doors closed G. Vessel securely moored H. Engines and systems shut	Changes made to deal with risk • Created new policy for the operations Policies 1. No student is to fuel a tank 2. Students are prohibited from handling fuels Procedure – teacher to demonstrate fuelling, risks to be written out by students in students workbook Risk level after control measures Low

Notes

1.3 Mount outboard motor and stow equipment

Hazards • Outboard motor • Vessel • Oars • Anchor, chain and rope • Fuel tank • Water • Trailer Risks • Motor drops on feet or other crew members • Back/body injured while • Lifting/varying motor to vessel • Motor falls off/fails during operation at sea • Vessel becomes flooded at sea • Crew becomes entangled in • Fuel/anchor/safety lines and falls over in boat Reference See Page 27 Students Workbook Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Bend knees while picking up motor and ask for help if too heavy • Screw the engine clamps on firmly and connect the safety chain to an appropriate attachment point on the motor so it won't fall off if the motor comes loose. This is indicated by the letter (a) in the Figure 27.1 of training manual • Mount and centre the motor on the transom and connect the safety lanyard, ready for use as shown in Figure 27.2 of student's workbook. • Stow the fuel tank and line to prevent entanglement of crew and to maintain stability. • Stow the anchor, chain and lines in a box or compartment so crew will not injure their legs and feet. • Stow PFDs and safety equipment in a place ready for use should an emergency occur but in a place (usually under the bow in a tinny) where it won't hinder crew from entering/leaving vessel. • Make sure the trim and tilt mechanism is adjusted so that when you mount the motor, it sits at the correct angles to allow for the boat's load. • Connect fuel line (check for sand or gunk on end) and make sure the vent on the fuel cap is loose so the tank can breathe. Make sure the arrow on the bulb points towards the motor. • Make sure the bungs are	Changes made to deal with risk • Created new policy for the operations • Updated procedure in 5th Edition Training manual • Added new equipment/extra resource Policy – students to work in pairs to carry motors, students to ask for help from other crew members to carry and position motors on transom Supply storage crates to hold loose items Risk level after control measures Low
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Notes

1.4 Launch and retrieve a boat

Hazards • The trailer • Water • Ramp and associated area • Other vehicles on the ramp • Towing vehicle • Hot seats on the boat Risks • Trailer/towing vehicle goes off ramp while backing • Crew slips on ramp or cuts feet • Boat floats away and lost after launching • Skids set too high and boat difficult to launch • Winch handle spins quickly, cable breaks injures crew • Mooring line not attached and boat floats away • Person run over/injured on boat ramp • Towing vehicle stolen from car park • Accident caused by indicator lights not working • Straps left off, boat comes off trailer at first turn out of car park • Wheel bearings fail on way home • Students burn skin when sitting on hot seat Reference • See page 28 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Make sure your handbrake works and use a chock under the wheels if in doubt. Practice so you can back your trailer in a straight line. • In trailers with hand winches, the boat may move off the trailer quickly. Always keep complete control of the boat as it enters the water. Be careful of a spinning winch handle. • Make sure there is a rope attached to the boat so it doesn't float away when launched. • Wear protective footwear – many ramps have broken glass, sharp stones or oysters and barnacles. • Remind crew about stability and safety. Never stand or sit on the bow of a boat while the boat is departing or leaving. Have all crew seated safely before you take off. • Post a look out or be aware and lookout for other people, especially children on the boat ramp. Advise all crew to stay well clear until boat launched. Embark crew from safe place away from ramp. • Don't forget to lock car and secure your trailer before you leave. • Check that the indicator and brake lights are working before you leave the car park to go home. • If the ramp is steep, the boat may enter the water rapidly causing water to enter the drive shaft housing through the exhaust chamber and damage the motor. The boat should be launched as slowly as possible. • Make sure the boat is moving up and down the trailer on the rollers and guides. • Don't let the boat move too fast down the trailer. • If the boat is heavy, get someone to help you. • Make sure you have a rope attached to the boat as it is launched. • Beware of dangerous situations when the boat is being winched. A lot of weight is controlled by a thin piece of cable, which has to be maintained in good condition. • Check the condition of the winch cable and replace/repair broken strands. • Keep the winch cable and components greased. • Avoid leaving the winch cable connected as the boat is launched. • Unwind the winch cable so that it is ready upon return. • Inspect the winch cable for damage because if it breaks under strain, serious injury may result. • Never stand in line with the winch cable in case it breaks • Put a towel on the seat to prevent burning skin	Changes made to deal with risk Eliminate Administrative <u>Policy</u> No students to operate trailer <u>Staff training</u> Staff inducted each year in trailer use of new trailer. <u>Maintenance</u> Vary schedule to suit age of equipment Risk level after control measures Low
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1.5 Start an outboard motor

Hazards • Outboard motor • Fuel tank • Equipment in the boat • Aluminium seats Risks • Belting a crew member in the face while pulling the starter cord • Breaking sheer pin or damaging gears by not dropping revs when engaging gears • Flooding motor or panicking and holding up lesson • Breaking cord by not taking up slack when pulling starter mechanism • Burning out the motor by not checking the tell tail • Burning skin when sitting on hot seat Reference • Page 34 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Identify and describe how to stop the motor. • Identify that when the motor is warm, the choke does not have to be used. • The motor needs to be in the water when started and know how to identify that the water pump is working. • Check that the fuel line is connected securely and pump the fuel line bulb until reasonably firm. • Check the safety lanyard (kill switch) is on your wrist, the gear lever in neutral, the choke is on and the throttle on "start". Note the gear lever may be on the side of the motor. • Gently pull starter cord until it catches (or turn the key in the ignition – if applicable) • Look behind you (so no-one gets belted in the mouth when you pull cord!) • Take up the slack in the pull cord and pull firmly until motor starts. If motor does not start after a few pulls, turn the choke off and try again. • As soon as the motor "kicks", turn off choke and drop revs. • Check to see if water is coming out from the tell tale (shows water pump is operating). • Refrain from changing gears when the motor is revving hard. • If the motor does not start it may not be your fault and the following may be a problem: • Flooded carburettor and you may need to remove the fuel line and empty the carburettor by cranking the motor with the pull cord about 6 times and then replace the fuel line and start again. • Dirty spark plug and you may need to remove the plug and clean it. • No fuel getting through to carburettor and you may need to check for a kink in the fuel line or open the vent on the cap of the fuel tank. • Not enough fuel to the carburettor and you may need to pump the primer bulb. • Electrical or fuel problems and you may need to return the motor to repair shop. • If the motor does start, but the boat goes nowhere, it may be • a broken shear pin and you may need to remove the propeller and replace it. • if this is not the case you may have gearbox problems and will have to return the motor to the repair shop. •	Changes made to deal with risk • New policy • Consult the manufacturer's handbook for specific sequences for starting. • Student procedures as listed in control measures • Revised maintenance schedule to account for age of equipment Risk level after control measures Low
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1.6 Depart a beach		
Hazards • Water and launching site • Boat and motor • Other boats/watercraft Risks • Lacerated legs from prop • Motor jumps up on reversing affecting stability • Damage to prop by incorrect use of gears • Collision with another boat • Crew injured by taking off too fast • Damage to seagrass and environment Reference • See page 33 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Judge the wind and tide and lower the motor so that the prop and water intake are in the water. • Instruct one of the crew to hold the bow while the motor is started while all others board the boat. • Check to see if water is coming out of the tell tale, when the motor is started. • Instruct the person holding the boat to push you off. • Lower the motor further, keep it neutral and instruct the person aft to check the water depth. • Drop the revs, wait a few seconds and place the gears into reverse. • Point the motor in the direction you wish to go and accelerate slowly astern. • Control your speed to avoid water splashing into the boat. • Select forward and accelerate away obeying local regulations and rules. • Practise increasing and decreasing revs so that you “get the feel” of the motor, and steering to port and to starboard so that you get the feel of the motor acting as a rudder. • The skipper talks while monitoring the condition of the vessel and its surroundings! Get in the habit of always warning the crew of your intentions. • Accelerate the boat so that the bow rises and then falls as you gather speed. • Identify that often all or most of the power in the engine is required to get the boat on the plane.	Changes made to deal with risk • Student procedures as listed in control measures Risk level after control measures Low

Notes

1.7 Depart a dock		
Hazards • Water and launching site • Boat and motor • Other boats/watercraft • The dock/jetty • Risks • Injured fingers and hands on dock • Propeller fouled by lines in water • Hull damage from collision with dock • Crew injured by taking off too fast, colliding with dock • Collision with another vessel at the dock • Propeller fouled by plastic in water Reference • See page 34 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Tell the crew what you are going to do and if handling lines to watch the gap between them and the dock. • With the motor in neutral, turn the wheel fully away from the berth, this points the propeller in the direction the stern will go in reverse. • Put the motor in reverse and apply very little throttle. • Unless wind or current is pushing the vessel onto the berth, the stern will move out and the bow will not scrape on the berth. • If the boat is being pushed on, you may need to straighten the wheel a little as the vessel moves astern, this will protect the bow from hitting the berth. • Once the bow of the vessel is clear of the jetty and while still in reverse, turn the wheel fully toward the berth, this will straighten the vessel by swinging the stern towards the berth and the bow away from the berth. • When the vessel is parallel to the berth turn the wheel in the direction you wish to go and engage forward propulsion.	Changes made to deal with risk Procedures as listed in control measures Risk level after control measures Low

Notes

1.8 Moor at a buoy		
Hazards • Water and currents • Boat and motor • Other boats/watercraft • Buoys • Mooring lines and hooks Risks • Cuts or bruising from hitting the dock too hard or marine life oysters, barnacles, environmental damage • Damage to bow of vessel from hitting dock • Injury to crew from collision • Fouling propeller with lines • Striking crew with boat hook Reference • See page 37 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Approach a buoy in the forward gear slowly into the wind and waves or the current, whichever is the stronger. • Engage reverse so that the boat stops when close to the buoy. • Continue to use reverse to check the rate of progress of movement of the boat. • Instruct a crew member to pick up a buoy with a boat hook or similar device, or if you are by yourself, disengage gears and move to the bow and pick up the buoy yourself. Notes If you are travelling to a mooring or intending docking at a jetty, it is necessary to assess the weather and tides before departure. Weather – You will need this to determine how waves and wind speed and direction will determine your approach. Tides – You will need to know the amount of water under the boat as well as the tidal flow and direction.	Changes made to deal with risk • Procedures as listed in control measures Risk level after control measures Low

Notes

1.9 Drive a boat on the plane

Hazards • Water, waves and currents • Other boats Risks • Collision with another boat • External injury to crew from losing balance and falling over • Internal injury to crew from pounding • Person overboard • Damage to hull running aground or striking submerged object • Fouling of prop, plastic clogging water intake and engine failure Reference • See page 39 Students Workbook 5th Edition • See also marine incidents on page 75 manual Likelihood Possible Consequences Moderate Calculated risk level High	Control measures Maintain a proper lookout and monitor engine performance • Determine the conditions of tide, wind and area of operation before starting maintain the vessel's stability and direction, manage the crew and passengers. • Engage forward gear by dropping the revs, waiting a few seconds and select forward gear. Then sit or stand in a comfortable position with one hand firmly on the throttle and another on the gunwale and engaging your brain before moving off. • When it is safe to do so and after warning crew, increase speed so the bow rises and then falls to make the boat plane as shown in Figure 39.1 of workbook • Warn your crew of on coming wash or changing sea conditions and what you are going to do to maximise stability • Consult local charts and be sure of special markers • Listen for Securite warning on radio • Minimise your wash. When travelling past moored vessel, it is common courtesy to minimise your wash. People might be boiling water or moving about and wash can cause injuries. Grounding • Be aware that as you travel through shallow waters you may need to tilt up the motor to avoid grounding. • If grounded, don't try to dig your way out with your motor as this will clog the intake vents and ruin the impeller or may break the prop. It's better to get out and push rather than chance an expensive repair bill. • Check your hull to see if it has been damaged before setting off again.	Changes made to deal with risk Procedures as listed in control measures Crates for stowage of gear Risk level after control measures Low
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Notes

Skill 10 Cross a wash

Hazards

- Water and currents
- Other boats
- Wash from boats

Risks

- Losing control and swamping vessel
- Flooding
- Person overboard
- Crew injury caused by things moving about eg anchors, fishing gear

Reference

- See page 39 Students Workbook 5th Edition

Likelihood

Possible

Consequences

Moderate

Calculated risk level

High

Control measures

Warn crew that you are crossing a wash.

- Check stowage of gear
- For a small wash, cross straight ahead.
- For a larger wash, approach the wash at an angle (Figure 39.3) and slow down to a speed that you can safely accelerate and decelerate from, allowing the boat to ride over the wave, and once over accelerate to cruising speed rather than bash into it.

Changes made to deal with risk

Procedures as listed in control measures

Provide stowage crates for loose items

Provide up to date local charts

Risk level after control measures

Low

1.11 Make U and S turns

Hazards

- Water and currents
- Other boats
- Wash from boats

Risks

- Collision (in a narrow channel)
- Losing control and swamping vessel
- Flooding
- Person overboard
- Crew injury caused by things moving about

Reference

- See page 40 Students Workbook 5th Edition

Likelihood

Possible

Consequences

Moderate

Calculated risk level

High

Control measures

- Warn crew of what you are about to do.
- Look all around to see you have space to safely make the manoeuvre and make a wide arc.
- Keep the boat on the plane in a wide arc.
- Decelerate at the start of the turn so you can feel the chine of the boat gripping the water.
- Cross the wash and hang on tightly. Slow a little to ride over the waves.
- Identify the two sets of wash in the water.
- Keep the boat on the plane.
- Look over your shoulder again and make a second turn to complete the figure of 8.

Changes made to deal with risk

Procedures as listed in control measures

Provide stowage crates for loose items

Risk level after control measures

Low

1.12 Perform emergency stop

Hazards - Water and currents - Other boats - Wash from boats Risks - Losing control and swamping or flooding vessel - Personal injury - Person overboard - Crew injury caused by things moving about Reference - See page 41 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures - Make sure everything is secure so nothing comes loose to injure you're crew. - Warn crew of your intentions and do not perform the skill until there is no chance of a collision with another boat. - Keep one hand on the throttle and the other on the steering wheel at all times. - Where the helm is mounted on the stern, keep one hand on the throttle and one on the gunwale. - All occupants should be in their seats and have a secure grip on the boat. - As a boat rolls in a tight turn, it always slides sideways. - There is a risk in some boats of the boat's wake coming over the transom.	Changes made to deal with risk Procedures as listed in control measures Provide stowage crates for loose items Risk level after control measures Low
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1.13 Return to a beach

Hazards - Water and currents - Other boats - The beach and surface Risks - Damage to prop, impeller from mud/rocks - Injury to others in water - Person overboard - Crew injury caused sudden jolting or things moving about - Crew seriously injured while jumping out of boat approaching shore, misjudging the depth and being run over by bow - Environmental damage/pollution Reference - See page 41 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures - No one is to be standing up or bow riding on the way in. - Judge the wind and tide and determine dangers and hazards during approach and landing of crew. - Come in slowly keeping a lookout for water depth or monitor depth on a depth sounder. - Tilt motor keeping prop in water, and forward ahead until very close to shore. - Cut motor, raise to maximum tilt and warn crew of impending stop. - When the boat has completely stopped, warn crew of hazards and instruct them to disembark.	Changes made to deal with risk Procedures as listed in control measures Provide stowage crates for loose items Risk level after control measures Low
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1.14 Anchoring

Hazards

- Anchor, chain, ropes and equipment
- Other boats
- Water/rocks at bottom

Risks

- Environmental damage to seagrass beds, coral
- Damage to other boats in anchorage
- Loss of boat
- Entanglement causing crew injury or person overboard
- Burns, cuts, abrasions to hands

Reference

- See pag2 42 Students Workbook 5th Edition

Likelihood

Possible

Consequences

Moderate

Calculated risk level

High

Control measures

- Identify a safe place in accordance with prevailing and forecast conditions and in accordance with relevant legislation, regulations and rules.
- Select the right anchor from those in Figure 42.3 (Training manual). For most tinnies and smaller vessels, you have a choice of a rock pick or a danforth (mud or sand).
- Lower, set and monitor the anchor according to prevailing conditions.
- Assess the conditions of wind, wave and current to determine the most favourable approach.
- Estimate the swing circle of the vessel with regard to prevailing and anticipated conditions and considering water depth, wind and current conditions (Figure 42.2 training manual).
- Identify marks on your anchor rope that denote length.
- Determine the depth and bottom conditions and calculate the amount of rope to lay out. Set an anchor by
 - Motoring up into the wind or tide just ahead of your chosen spot, lower the anchor.
 - Laying out the required length until the anchor strikes bottom (Figure 42.4).
 - Setting out at least 5 times the distance to the bottom.
 - Securing your anchor line to a cleat.
 - Motoring gently in reverse so the anchor digs in.
 - Checking to see if you are moving by lining up and keeping two points in transit; feeling the anchor rope.
- In a crowded anchorage, always anchor in a similar fashion as the boat next to you or the two boats may drift into each other.

Changes made to deal with risk

Procedures as listed in control measures

Provide stowage crates for loose items

Risk level after control measures

Low

Notes

1.15 Dock at a jetty

Hazards • Water and currents • Jetty/bollards • Wash from boats • The vessel and mooring equipment Risks • Injured fingers and hands on dock • Propeller fouled by lines/plastic in water • Hull damage from collision with dock • Crew injured by coming in too fast, colliding with dock • Collision with another vessel at the dock • Crew injured by boat rocking from own wake Reference • See page 44 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Advise crew to keep fingers off the gunwale and impending wake from own boat at dock. • Identify the correct place in a marina to moor a vessel obeying regulations. • Approach a dock at an angle of about 30 - 45 degrees. If the wind is blowing you off the dock, approach at a shallower angle. • At 1 - 2 boat lengths, slow to a minimum controllable speed by using intermittent power. • Line up two items to tell if the boat is maintaining the desired track and adjust heading as necessary and at one - two lengths go to neutral. • Position the motor towards the dock. At slow speed in neutral the helm has little effect, so as you turn the motor towards the dock the boat continues in a straight line. • At 1/2 a boat length apply a brief burst of power astern to swing the stern towards the dock to bring the boat to a complete stop. • Throw a mooring line over a bollard or tie up to the jetty and use a boat hook or paddle to fend off the jetty.	Changes made to deal with risk Procedures as listed in control measures Provide stowage crates for loose items Risk level after control measures Low
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Notes

1.16 Retrieve a simulated person overboard

Hazards • Water and currents • Person in water • Motor, prop and vessel • Wash from boats Risks • Collision (in a narrow channel) • Losing control and swamping/flooding vessel • Injury caused by boat hook, buoy fouling propeller • Crew injury caused by things moving about Reference • See page 84 Students Workbook 5th Edition Likelihood Possible Consequences Moderate Calculated risk level High	Control measures • Turn the tiller or wheel so as to swing the stern away from the person and throw something that floats into the water to mark the spot. • Instruct the crew to watch and continue to point to “the person” all the time until rescue is complete. • Turn the boat around safely and head back towards “the person” and nominate your approach side. Allow at least three boat lengths. • When nearing “the person” bring the boat up into the wind (or into the current if it is stronger than the wind). • Once you have contact with “the person” in the water cut the motor. If this could endanger the vessel then go into neutral and don't cut the motor (the type of situation that determines this action is a lee shore, bar crossing, very rough weather or if there is a problem in restarting the motor). • If the boat is a small dinghy, retrieve “the person” over the stern, so as to avoid capsizing the boat. If conditions permit - turn off the motor. If not care should be taken not to injure “the person” with the prop. For other boats retrieve “the person” at the side of the boat. • If there is difficulty getting “the person” on board rig rope (the anchor line will do if nothing else is available) by tying it onto the boat at bow or stern and allowing the bight to fall into the water where it can be used as a step to assist recovery.	Changes made to deal with risk Procedures as listed in control measures Provide stowage crates for loose items Risk level after control measures Low
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Notes

Section 2: School Safety Management System* (SMS)

For vessels used in schools

2.1 Introduction

The following is reproduced permission Maritime Safety Queensland (Date of publication was 2012)

This Safety Management System (SMS) has been developed to assist schools in achieving their General Safety Obligation.

This Safety Management System is a live and active document. It is the responsibility of the Master, Owner and Crew to ensure that it is kept up to date and is an accurate reflection of the vessel and its operation.

The objective of this SMS is to enhance the safe operation of the vessel and provide a safe working environment. All crew are expected to comply with safety and pollution prevention regulations and procedures at all times, and take the necessary precautions in the interests of human life, property and the environment.

Objectives will be achieved by:

- Ensuring documented procedures set out in this SMS are followed
- Motivating the crew to maintain high standards of safety and environmental awareness
- Standard operational procedures and safe work practices
- Mandatory crew safety inductions
- Mandatory crew training in emergency procedures
- Informing all crew of any existing or potential hazards that may endanger them, other persons in the vicinity, the vessel or the environment.
- Risk analysis and risk management practices
- Constructive comment and team work to revise and review SMS

This document will also assist the owner, master and crew of the ship in meeting The General Safety Obligation referred to in the legislation requiring the ship to be:

- Seaworthy
- Appropriately equipped, crewed and adequately prepared to cope with emergencies
- Fully compliant with current Workplace Health and Safety practices
- Operated safely.

This Safety Management System will take into consideration all mandatory and relevant rules, acts, regulations, codes, guidelines and standards including:

EXAMPLES ONLY: Update as required by checking with your current Education Department risk assessment policies and procedures.

- Navigation Act 1910
- Maritime Safety Queensland Act (2002)
- Maritime Safety Queensland Regulation (2002)
- Transport Operations (Marine Safety) Act 1994
- Transport Operations (Marine Safety – Accreditation as Ship Designer, Ship Builder or Marine Surveyors) Standard
- Transport Operations (Marine Safety - Bareboat Ships) Standard 1994
- Transport Operations (Marine Safety – Designing and Building Commercial Ships and Fishing Ships) Standard
- Transport Operations (Marine Safety - Hire and Drive Ships) Standard
- Transport Operations (Marine Safety – Parasailing) Standard
- Transport Operations (Marine Safety – Recreational Ships Miscellaneous Equipment) Standard 2006
- Transport Operations (Marine Safety) Regulation 2004
- Transport Operations (Marine Safety – Commercial Ships and Fishing Ships Miscellaneous Equipment) Standard 2006
- Transport Operations - Marine Safety – Examining and Training Program Approvals (Commercial Ships and Fishing Ships) Standard 2007
- Transport Operation (Marine Pollution) Act 1995
- Transport Operations (Marine Pollution) Regulation 2008
- Workplace Health and Safety Act 1995
- Workplace Health and Safety (Codes of Practice) Notice 2005
- Workplace Health and Safety Regulation 2008
- Transport Operations (Road use Management) Act 1995
- Australian Standard (confined space AS 2865 – 1995)
- NSCV Code
- USL Code

This SMS must be reviewed annually by the owner / master to evaluate its effectiveness against the objectives. It must be complete, accurate and up to date. Records must not be defaced; entries must not be erased, obliterated, destroyed or disposed of. This SMS must be stored in a secure place at school.

2.2 Ship profile, record of forms and lines of responsibility

2.2.1 Responsibility

OWNER Principals Name		Contact details
OPERATOR Coordinators name		
CREW 1 Marine Teachers Names		
CREW 2 Marine Teachers Names		
CREW 3 Marine Teachers Names		
CREW 4 Marine Teachers Names		
CREW 5 Marine Teachers Names		
CREW 6 Marine Teachers Names		

2.2.2 Ships details

Where details are kept Marine Studies Staffroom

Make/model	Registration numbers	USL Code
		2E
		2E
		2E
		2E
		2E

2.2.3 Engine maintenance identification details

Make/model	Engine ID (EDQUIP Number or Serial Number)

2.2.4 Safety equipment

As per registration certificates and Section 18A exemptions

2.2.5 Staff marine qualifications

All staff details are kept at their private addresses

Staff members name	Qualifications and BTP Number (if applicable)

Notes

1. The school BTP must notify Yachting Queensland if they are transferred to another school and make suitable arrangements for another staff member to take over the role of BTP.

2.2.6 Emergency contacts

Contact	Phone number
Police/Ambulance	000 112 Mobile
Emergency advice	131233
Marine Incidents	Insert Regional MSQ Office
Poisoning	131126
Water Police	Insert Regional Water Police Office

2.3 Medical supplies

As per Education Department requirements and State regulations.

2.4 Safety and emergency plans

Pages refer to student workbook

2.4.1 Fire on board (simulation)

Equipment required and stowage positions	
Flotation aid	Eg Life jacket, buoy
Marine incident report	

Actions	Crew
Jump out of tinny and swim away	All
Huddle up as a group and give instructions to students	All
See also Skill 39: Fight a fire and Skill 43: Deal with a capsized or sinking boat as described in National Powerboating workbook	All

2.4.2 Person overboard

Equipment required and stowage positions	
Flotation aid	Eg Life jacket, buoy
Real person	Optional

Actions	Crew
Shout "Man overboard" and point in the direction.	All
Master turns vessel around safely making sure stern swings away from person overboard	Adult supervisor
Master maintains visual watch on other school tinnies	Adult supervisor
Ensure a visual watch is maintained on the 'man overboard'. Teacher continues to watch whole class.	Adult supervisor
Completes turn so as to retrieve person from down wind/current.	Adult supervisor
Approach at an appropriate speed.	Adult supervisor
Stop vessel down wind/current of 'man overboard'.	Adult supervisor
If safe, stop engine before retrieving 'man overboard' Note: Depending on conditions (for surf rescue or fast flowing currents this may not be the best option)	Adult supervisor
Retrieve person overboard from side or stern depending on person's upper body strength and assess situation for first aid or medical attention. If safe student to stand on anti-cavitation plate to assist in rescue.	Adult supervisor

Notes:

Hand signal for help is one arm up and down accompanied by shouts of "help"

References also

Skill 37 of Training Workbook

MTAQ Boating Video Task 7: Retrieve a man overboard.

<http://www.marineteachers.org.au/boatexam/task7.asp>

2.4.3 Severe weather

Local weather hazards

Summer storm

- Hail
- Rain squalls
- Lightening
- Sudden strong winds
- List any other

Equipment required and stowage positions	
Flotation aid	Eg Life jackets/PFD's
Anchor ropes	Anchor crate

Actions	Crew
Give signal to raft up	Teacher
Advise all students to head for nearest shore and seek shelter	All
If lightening, seek shelter under closest bridge	All

2.4.4 Personal Injury/medical emergency

Equipment required and stowage positions	
Flotation aid	Eg Life jackets/PFD's
First aid kit	Bow of ship (Mother ship only)
Marine incident report	MSQ web site

Actions	Crew
Check for injuries and raise alarm	Student master
Apply DRABCD, EIPEN (if qualified)	Teacher
Telephone for help	All
See also Skill 44 Learn basic first aid - As described in training workbook	All
Complete necessary school forms and MSQ Marine Incident report if required	School Principal

2.4.5 Assembly stations – Rafting up

Equipment required and stowage positions	
Signalling device	Eg Flag or hand
Fleet of boats and mother ship	

Actions	Crew
Instruct students in rafting up signal	All
Indicate where first boat is to embark and form the first part of the raft	Teacher
Students then follow commencement procedure and launch rest of boats so boats are close to each other	Students
Instruct students to hold the boat in position until all the other boats line up. Instruct students to keep arms, hands in fingers inside the boat	
Launch mother ship and then signal to raft up	Teacher
Identify boat names and command they raft up so that all the boats are touching – All crew to keep hands and fingers inside	Teacher
When instructed motor up to mother ship and hold raft up position	Teacher
Monitor safety of students while giving instructions	Teacher

2.4.6 Collision, grounding, capsizing and or flooding

Equipment required and stowage positions	
Flotation aids	Life jackets/PFD's
Bucket and lanyard	Bow in mother ship only
First aid kit.	Bow in mother ship only
Marine incident report	MSQ web site

Actions	Crew
Check for injuries and apply first aid (if you hold a current certificate)	All
Signal mother ship for assistance, remain calm	All
Assess situation, check for damage, leaks etc. Give assistance to other ship if required.	Student master
If ship seaworthy, push off and depart as per Skill 13 Training Workbook	Student master
See also Skill 43 Deal with capsized or sinking boat - National Powerboating workbook (current edition)	All
Complete marine incident report if required within 48 hrs.	School coordinator

2.4.7 Abandon ship

Equipment required and stowage positions	
Flotation aid	Eg Life jackets/PFD's
Flares, V sheet, water	Grab bag (Mother ship only)
Marine incident report	MSQ web site

Actions	Crew
Jump out of tinny and huddle up	All
Stay with ship and advise students what to do	All
Complete marine incident report within 48 hrs.	
See also Skill 39: Fight a fire and Skill 43: Deal with a capsized or sinking boat - As described in National Powerboating workbook (current edition) Skill 43 Deal with capsized or sinking boat - National Powerboating workbook (current edition) Skill 41 Use a radio - National Powerboating workbook (current edition) Skill 42 Activate signalling devices - National Powerboating workbook (current edition)	All

2.4.8 Any other hazards

List those applicable

2.4.9 Emergency stations for crew

List those applicable

2.4.10 Trawler hoop-up

Not applicable unless using plankton net

2.5 Maintenance and service records

2.5.1 Planned maintenance and service schedule

Use this to create a template

Item	Planned maintenance and service items	Frequency of inspection/work	Date completed
Hull/deck /transom (External)	Inspect hull, seams, plating, welds, points where motors are screwed on each lesson Carry out maintenance and repair work as found necessary. Inspection and maintenance carried out on total external area of hull.	End of Boating Term	
Hull/deck/ (internal)	Thorough internal inspection of hull framing, bulkheads, deck and deck framing, bulwarks	End of Boating Term	
Anchors, chain and ropes	Thorough inspection, replace worn parts.	End of Boating Term	
Outboard motors	Thorough inspection, replace worn parts, arrange for servicing	End of Boating Term	
Fuel tanks	Thorough inspection, replace with fresh fuel	End of Boating Term	
Lifejackets (PFD) — list type	Inspect overall condition of jacket including straps, reflective tape. Where buoyant material has hardened or flattened, jacket to be discarded. Are they readily accessible?	End of Boating Term	
Labels	Inspect to see if not damaged and legible	End of Boating Term	
Storage crates, bucket and lanyard	Inspect for UV damage and replace where required	End of Boating Term	
Oars	Thorough inspection, replace if necessary	End of Boating Term	
Water bottles (Students to carry)	Students not permitted to share water	Students to carry	
Distress signals	Check flares expiry dates.	End of Boating Term	
Medical stores	Check itemised list and product expiry date.	End of Boating Term	
Fire extinguisher	Extinguishing container shall be tested and inspected	Once a year	
List any other			

2.5.2 Maintenance procedure

Equipment required and stowage positions

Training Ship Daily Log	Staffroom
-------------------------	-----------

Action –

Inspect Training Ship Daily Log and instigate repairs

Crew

Teacher

Note on log when done and file

Teacher

Maintenance records

See daily log or invoices from repair shop.

See also maintenance checklist and records in appendix page 55.

Ships log

CLASS: _____

DATE: _____

EQUIPMENT FAILURE:

Boat No:

Engine:

REPAIR DETAILS:

Ships log example – See page 55

Maintenance schedule example - see Page 57

Notes:

2.6: Certificates and documents (Example only)

Safety Management System 8m or Less (All Possible Documents from MSQ) USE THIS TO COMPLETE TABLES A – D OF EDUCATION QLD CARA DOCUMENT	[✓]	Ref page
Operating Procedures / Policies to be developed for the vessel		
Crew training - policy, type and frequency of training	✓	Page 33
Crew Training Record		
Crew Induction Record		
Shore Training Record		
Instructions to Passengers	✓	Page 38 rules
Stability information		
Managing High Speed Craft		
Emergency Procedures / Policies to be developed for the vessel		
Emergency plans - Fire on-board	✓	Page 24
Emergency plans - Person overboard	✓	Page 25
Emergency plans - Severe weather	✓	Page 26
Emergency plans - Personal injury / medical emergency	✓	Page 26
Emergency plans - Assembly stations (Rafting up)	✓	Page 27
Emergency plans - Collision / grounding / flooding	✓	Page 27
Emergency plans - Abandon ship	✓	Page 28
Emergency plans - Any other hazards that could result in emergency		
Emergency plans - Emergency stations for crew		
Emergency plans - Trawler Hook-up		
Operating records to be kept		
Daily Log (Dated, signed by enterer and master)		
Record of quarterly review of verbal emergency plan (for vessels without written plans)		
Maintenance Records - Testing, maintenance and services carried out and use of spares		
Maintenance Schedule		
Slipping Periods		
Crew List (On-board and onshore)		
Passenger Manifest (On-board and onshore with quick access) (for voyages > 12 hours)		
Passenger Number verification (for voyages < 12 hours)		
Report of incidents both safety and environmental 48hr by TOMSA		
Risk Register		Pages 1- 19
Certificates to be kept (Examples only)		
Boatsafe Candidates training records Yachting Queensland		
Certificates of registration		
Certificates of compliance - Safety Equipment		
Certificates of compliance - Survey		
Certificates of compliance - Build		
Certificates of compliance - Stability		
Certificates of compliance - Design		
Electrical inspection statement		
Fire extinguishing equipment service certificate		
Gas examiner's certificate		
Inflatable life raft certificate		
Machinery space fixed fire smothering inspection statement		
Positive flotation statement		
Positive flotation statement for tenders		
Rigging certificate for sailing ships		
Ship survey checklist		
Survey report		
Shipping Inspector's Record of Inspection		

2.6.1 Certificates of registration

Use this page as a heading for your folder
Insert current certificates here
Files to be kept for 5 years

See appendix for example

2.6.2 Fire extinguisher equipment service certificate

Use this page as a heading for your folder
Insert current certificates here
Files to be kept for 5 years

See appendix for example

2.6.3 Positive flotation statement

Use this page as a heading for your folder
Insert current certificates here
Files to be kept for 5 years

See appendix for example

2.6.4 Shipping inspectors records of inspection

Use this page as a heading for your folder
Insert current certificates here
Files to be kept for 5 years
See appendix for example

2.6.5 Section 18 A exemptions

Use this page as a heading for your folder
Insert current certificates here
Files to be kept for 5 years

See appendix for example

2.6.6 Education Queensland CARA – Certificate of Attendance

Insert School CARA Certificate of attendance – Curriculum Risk Management
- Completed by Principal

See appendix for example

2.6.7 Education Queensland CARA – Certificate of Completion

Insert School CARA Certificate of completion – Curriculum Risk Management
- Completed by Principal or Regional Training Centre (This is to be sorted out)

See appendix for example

2.7: Crew induction and training

2.7.1 School's policy for crew training frequency

Trained staff are to review policies each year and practice the drills while they teach the students. The training record is captured in the schools ships log.

New staff need to be inducted and be made aware of TOMSR Section 84 Pages 86 and 87 (see Appendix)

Training and emergency drills will be conducted for the staff and students of school ships at the beginning of each boating term. Training for the teacher who operates the mother ship is reviewed once a year.

- Training for students in a course is conducted during their school-timetabled course.
- This is usually once a week during school time and depends on weather conditions and staff
-

The following table outlines the frequency or the training sessions for each topic for the above staff.

Initial crew training (existing teachers)	When	Trainer
Deputy Principal assigns marine staff to timetable.	Previous year	Deputy Principal
1. Existing teachers to review previous years drills	Before course commences	Marine Studies Coordinator
2. Date of review to be recorded in school diary	Before course commences	Marine Studies Coordinator

Initial crew training (new teachers)	When	Trainer
Deputy Principal assigns marine staff to timetable.	Previous year	Deputy Principal
1. New teacher to complete all sections of student's workbook and demonstrate capability in MTAQ Practical TASKS 1 – 10, page 104.	Before course commences	Marine Studies Coordinator
2. Existing teachers to review previous years drills	Before course commences	Marine Studies Coordinator
3. New teacher to read school boating SMS and be trained in completing ships log and taken to training site where risk assessment details are completed	Before course commences	Marine Studies Coordinator
4. New teacher to be shown boat shed procedures with equipment, layout, location of safety gear and special procedures associated with this school	Before course commences	Marine Studies Coordinator
5. Principal to write letter to Maritime Safety Qld indicating teacher competent to interpret CARA Boating in Small Craft Risk Assessment. Teacher to then pay fees and obtain MTAQ Schools Coxswain. Copy to be filed in staff training and induction	Before course commences	Principal
6. New staff member to be trained in emergency procedures for mother ship and training ships and sign staff induction records	Once a year	Marine Studies Coordinator

2.7.2 Crew training records

Use this page as a heading for your folder
 Insert current certificates here
 Files to be kept for 5 years

Staff training record sheet (see appendix for details)

TABLE Code:

- a. SMS manual and procedures
- b. Equipment and resources
- c. Fire on board
- d. Person overboard
- e. Severe weather
- f. Personal injury medical emergency
- g. Collision, grounding, capsize or flooding
- h. Assembly stations (rafting up)
- i. Abandon ship

Copy this format to make your own

Name	Date completed	Signature	A: SMS & procedures	B: Equipment & Res	C: Fire on board	D: Person overboard	E: Severe Weather	F: Personal Injury	G: Collision, ground's etc	H: Assembly stations	I: Abandon ship

2.7.3 Crew induction program

Induction (Modify to suit)

Part A: Demonstration - towing vehicle, trailer, boats and equipment

- Towing vehicle (Fuel type, charge cards, maintenance responsibility, key security etc)
- Trailer (boats loading/unloading sequences, knots to use, securing loads, tyre pressure, maintenance log etc)
- Motors (stowage on trailer, fuel types, maintenance records, etc)
- Fuel (stowage, maximum quantities to be held in store, types, fuel mix etc)
- Safety gear (PFD's, stowage, maintenance and inspection, types etc)
- Getting it into and out of the shed (Security, safety, keys etc)
- Behaviour management (How to organise loading and unloading, instructions on carrying, working as a team, this schools rules on hats, shoes, exclusion from class etc)
- School individual procedures (After school use, policies on who pays for fuel, damages, insurance etc)
- Care of equipment (How much it all costs, what the school budget is for the year, what is possible/not possible to do this year with the equipment available)
- Application of first aid for common injuries from school's boating risk register. Where first aid kits are kept, stocking and restocking – petty cash, refunds etc (See Form S4)

Part B: Discussion - school workprogram, ships log, maintenance, Boatsafe

- Terms program (timetable, contingencies for bad weather, organization of school BTP to test students for RMDL, payment of fees, distribution of workbooks, how students get the right answers etc)
- Ships log (where copies are filed, what contains, subsequent actions for breakages, accidents, student behaviour, breakdowns, damage to boats, faults with PFD's etc)
- Maintenance – who fixes motors, boats, trailer, and towing vehicle on breakdown. Identification and recording of repairs.
- Boatsafe – determining who is ready, how much to pay, make sure the workbook is complete and signed off, make sure students state they know the answers so if they have accidents after they leave you and they cheated, its on their heads Eg: Navigation lights at night.

Part C: Sign off - Induction record

- Summary checklist. Ask the teacher do they have any questions about:
 - Familiarisation with
 - area of operation,
 - school program and class timetabling
 - how students get there,
 - behaviour management issues,
 - local issues affecting residents, or any local council regulations
 - How to fill out the school ships log
 - Local area risk assessment – glass, members of the public, cars, entry/exit points, shelter, emergency communications
 - Application of first aid for common injuries from school's boating risk register and check first aid kit and communication equipment.
 - Safety procedures associated with carrying, lifting
 - Selecting the correct size PFD, how to put it on and checking that students are wearing one correctly
 - Unloading the trailer, mounting the outboards
 - Abandon ship
 - Fire emergency drill
 - Swamping
 - School policies on control of student behaviour in boats
 - Instructions for rafting up
 - Teachers role in rescuing a person overboard and control of the rest of the class in the event of a collision, swamping, flooding or grounding situation
 - School policies on action to take in a severe weather event

- Safety equipment carried to be used as a emergency signalling device
- School policy on the use of communication equipment
- Rafting up
- Person overboard
- Emergency signalling
- Use of marine radio
- Teacher then signs they have been inducted (see Principal if problems)
- File according to your school SMS

Practical session 1:

- Marine studies co-ordinator and staff to meet at boat ramp and discuss as a group, the following issues.
 - Familiarisation with area, discussion of program and class timetabling, how students get there, behaviour management issues, local issues affecting residents, council regulations
 - Correct fitting of life jackets
 - Revise how to fill out the school ships log
 - Local area risk assessment – glass, members of the public, cars, entry/exit points, shelter, emergency communications
 - Revise application of first aid for common injuries from school's boating risk register and check first aid kit and communication equipment.
 - Safety procedures associated with carrying, lifting
 - Selecting the correct size PFD, how to put it on and checking that students are wearing one correctly
- Marine studies co-ordinator and staff to complete drills on
 - Unloading the trailer, mounting the outboards
 - Abandon ship
 - Fire emergency drill
 - Swamping
- Towel and dry off, change into teaching attire

Morning tea

Practical session 2:

- Marine studies co-ordinator and staff to meet in shady area and discuss as a group, the following issues.
 - School policies on control of student behaviour in boats
 - Instructions for rafting up
 - Teachers role in rescuing a person overboard and control of the rest of the class in the event of a collision, swamping, flooding or grounding situation
 - School policies on action to take in a severe weather event
 - Safety equipment carried to be used as a emergency signalling device
 - School policy on the use of communication equipment
- Marine studies co-ordinator and staff to complete on water drills on
 - Rafting up
 - Person overboard
 - Emergency signalling
 - Use of marine radio
 - Simulated emergencies (where you would have to get a an ambulance and stabilize the injured student)
 - Lacerated leg caused student standing next to prop in water
 - Student knocked unconscious and loosing blood from hitting head on metal seat caused by collision with another boat.
 - Compound leg fracture caused by student jumping out of boat
 - Student stung in north Queensland by either box jelly or suspected irukandji
- Sign off (See appendix for sample sign off)

2.7.4 Crew induction record

Use this page as a heading for your folder

Insert current certificates here

Files to be kept for 5 years

Staff training record sheet (see appendix for example)

TABLE Code:

- a. SMS manual and procedures
- b. Equipment and resources
- c. Fire on board
- d. Person overboard
- e. Severe weather
- f. Personal injury medical emergency
- g. Collision, grounding, capsize or flooding
- h. Assembly stations (rafting up)
- i. Abandon ship

Copy format to make your own

Name of new staff members	Date completed	Signature	A : SMS & procedures	B: Equipment & Res	C: Fire on board	D: Person overboard	E : Severe Weather	F: Personal Injury	G: Collision, ground's etc	H: Assembly stations	I: Abandon ship

2.8: School ship operating procedures

Administration

- School rules
- Recording the ships log
- Yachting Queensland paperwork

Training ship operating procedures

In order that the mandatory emergency procedures in Section 3 can be affected, the following operational procedures apply.

- Skill 4: Fuel the tank
- Skill 7: Check berthing and mooring equipment
- Skill 8: Mount an outboard motor
- Skill 9: Conduct a safety briefing
- Skill 10: Launch and retrieve a boat
- Skill 11: Start an outboard motor
- Skill 13: Depart a beach
- Skill 14: Depart from a dock
- Skill 15: Moor at a buoy
- Skill 17: Driving a boat on the plane
- Skill 18: Cross a wash
- Skill 19: Make a U turn
- Skill 20: Complete a figure of eight and S turn
- Skill 21: Make an emergency stop
- Skill 22: Return to a beach
- Skill 23: Anchor
- Skill 24: Dock at a jetty
- Skill 41: Accept a tow

These have been described in Section 1 or in the student's workbook.

2.8.1 School's Policy for initial safety training and behaviour management

Use this page as a heading for your folder
Insert current certificates here
Files to be kept for 3 years (Check with MSQ)

See appendix for example

Insert your own here

2.8.2 Recording information in the schools training ships log

Equipment required and stowage positions

FORM School Training Ships Log	Teachers backpack
--------------------------------	-------------------

Action	Crew
Conduct daily risk assessment school rules for local area (Wind, tide, currents, glass, shoes, water, glass, other boats)	Teacher
Complete class roll. Note conditions and record on sheet	Teacher
Write the date and complete the conditions and area of operation	Teacher
At the conclusion of the lesson, note any maintenance or safety issues, and anything that could have improved the lesson	Teacher

Ships log

YEAR LEVEL 11/12

CLASS: _____

DATE: _____

TEACHERS	Student Name	Class	Sign on	Sign off
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			

STUDENT CHECKLIST:

- Shoes / Clothing
- Pfd's
- Oars
- Anchor
- Buckets
- Drink (H₂O)
- Kill Switch / Landyards
- Surrounding Area – glass, oysters
- Conditions – weather / tides
- First Aid Kit

SAFETY CHECKLIST:

- Motor Clamps/ Safety Chain
- Fuel / Fuel Lines / Air Vent
- Safety Equipment
- Painters
- Bungs

EQUIPMENT FAILURE:

Boat No: _____

Engine: _____

REPAIR DETAILS:

HOUSEKEEPING CHECKLIST:

- Motors flushed, vented and sprayed with Inox
- Boats, tanks and other equipment washed and stored for draining.

Wind



0 – 10 Knots []

10 – 20 Knots []

20 – 30 Knots []

Tide

Incoming []

Outgoing []

Rescues:

Injuries:

2.8.3 YQ Instruction to students for completing forms for their RMDL

Equipment required and stowage positions	
Pages 103 – 104 (4 th Ed) Pages 107-108 (5 th Edition)	Candidates training record (see Appendix)
Proof of identity	Either Learners/drivers licence or three separate others eg birth certificate, master or Visa Card, Student ID)

Action –	Crew
Take workbook home and have the medical fitness statement on page 103 (page 107) signed by your parents or guardians. Ring MSQ if unsure.	Candidate
Record your training in the spaces provided on page 103 (4 th Ed, page 107 5 th Edition) from your daily ships log.	Candidate
As you complete your theory questions check them with the model answers supplied by your teacher and initial that you understand ALL the answers paying special attention to the core questions. Your Boatsafe examiner will pay special attention to these.	Candidate
Complete the 40 Question theory test and repeat those you get incorrect so that you have a perfect score.	Candidate
Ask your teacher when the school BTP will test you and make whatever arrangements are needed. You will need proof of identity eg: Learners permit, ED Qld Student ID card	Candidate
When the School BTP gives you your competency statement, take it along with an RMDL application Form and appropriate ID (see above) to your local Queensland Transport Service centre, pay the fee and get your lifetime, nationally recognised boat licence This must be done within 6 months of the course completion date stated on the certificate.	Candidate
If you don't drive a boat again for some time, you should seriously consider doing a refresher course with a registered BTP	Licence holder



Wet Paper

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