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|  |  | Day One- | Day Two- | Day Three- | Day Four- | Day Five- |
| Prior to the Day of Program- | Complete a stocktake of current equipment, ensuring there is adequate equipment for each activity of the program and prepare to transport to the venue. This includes a whistle for team Leader, high vis rash vests for participants and rescue equipment easily accessible.  |  |  |  |  |  |
| Check Staff availability along with qualifications and training as stated in the Co-ordinator Guide.  Organise additional water safety personnel where necessary. |  |  |  |  |  |
| Read through and become familiar with activity fast cards and extension cards. |  |  |  |  |  |
| Participants complete preliminary skills assessment. Become familiar with students’ ability and create groups matching and partnerships with instructors based off experience.  |  |  |  |  |  |
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| Morning of Program- | Check Vic Emergency and daily weather and prepare contingency plans along with indoor location option if required. (Rain, lightening, extreme heat, cold weather or poor water quality). |  |  |  |  |  |
| Plan the structure of the day adjusting according with weather conditions and participants enjoyment. Understand what activities are being presented, rotation schedule, ensuring sufficient staff: participant ratios are met. |  |  |  |  |  |
| Ensure there is a safe area to run program along with deciding on an emergency evacuation location. |  |  |  |  |  |
| Identify potential risks and hazards along with learning the participants swimming ability and potential medical conditions.  |  |  |  |  |  |
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| Prior to Program (at location)- | Have team meeting with all relevant staff. Introduce staff, explain what activities will be run highlighting key teaching points and expectations. Highlight potential hazards and students who may need additional support. Allow for questions. |  |  |  |  |  |
| All personnel undertake a venue sweep of all activity areas and anywhere participants will be including land, toilets, and the water, clearing a safe area and removing rubbish.  |  |  |  |  |  |
| Begin risk management paperwork including any adjustments made to suit conditions. |  |  |  |  |  |
| Set-up program area, ensuring each activity is accessible and has adequate space along with set boundaries. Maximise the amount of shade in the area and where possible create a quiet area for participants to take a break when necessary.  |  |  |  |  |  |
| Prepare area for participants to leave belongings |  |  |  |  |  |
| Ensure all participants and parents or teachers have checked-in and received cap (if applicable) and high-vis rash vest.  |  |  |  |  |  |
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| During Program (Introduction)- | Remind parents/ guardians/ teachers they are to stay at the program.  |  |  |  |  |  |
| Present an acknowledgement of country.  |  |  |  |  |  |
| Outline the expectations and safety considerations participants must follow during the program. |  |  |  |  |  |
| Introduce the different age groups, staff, emergency location and plan, program boundaries, and location of toilets (discuss rules for toilet visits). |  |  |  |  |  |
| Emphasise sun safe practices, providing sunscreen, shade and encourage participants to carry water bottles.  |  |  |  |  |  |
| Teach all participants how to call for help whilst in the water.  |  |  |  |  |  |
|   |   |   |   |   |   |   |
| During Program (Activities)- | Initiate activities, preparing rotation times with whistle readily available ready to communicate with everyone.  |  |  |  |  |  |
| Ensure risk management paperwork is complete and continue to monitor conditions documenting potential incidents, hazards and first aids. Complete a mid-program risk assessment and beach sweep when applicable.  |  |  |  |  |  |
| Support instructors during the program, supervise participants, provide first aid as required. Listen to rotations and prepare debrief.  |  |  |  |  |  |
|   |   |   |   |   |   |   |
| Post Program & Conclusion- | Conclude program, ask participants what they learnt and enjoyed. Ensure parents/ teachers sign participants out at the end of the day and receive feedback whilst doing so.  |  |  |  |  |  |
| Pack up program removing damaged equipment. Continue to keep stocktake of equipment. |  |  |  |  |  |
| Debrief program with staff, asking for their opinion, highlight what went well and where there is room for improvement along with suggestions in how to reach these goals.  |  |  |  |  |  |
| Prepare for the next program from previous learnings along with storing equipment appropriately.  |  |  |  |  |  |
| Ensure staff timesheets are completed. |  |  |  |  |  |