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| **Camp Cooking** | | | | |
| This document covers all cooking activities conducted at the camp kitchen and campfire including damper, marshmallows and jaffles. | | | | |
| **Notes:**   * **Where a** [**CARA guideline**](https://education.qld.gov.au/curriculum/school-curriculum/CARA) **exists** and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety. | | | | |
| **Activity scope** | | | This guideline relates to student participation in cooking and food handling as an activity to support curriculum delivery.  Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. [gardening with hand tools](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/gardening-hand-tools), [camping](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/camping)) must comply with the requirements of all CARA guidelines appropriate to the activity.  For curriculum activities involving the use of agents or conditions that promote food contamination and/or biological cultures that constitute a hazard (e.g. cheese making), refer to the [food experimentation](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/food-experimentation) guideline.  For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.  For activities conducted off-site, schools must comply with the [school excursions and international school study tours procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure).  **Low risk** Activities involving the use of non-electrical equipment and implements (e.g. whisk) that will not cause injury unless deliberately misused.  **Medium risk** Activities involving the use of equipment that could cause injury if sufficient training and supervision is not provided (e.g. electric beaters, cutting or garnishing tools, mandoline slicer).  **High risk** Activities involving dry heat (e.g. baking or roasting in an oven); moist heat methods of cooking (e.g. poaching, boiling); heating fat or oil (electric or stove top); using commercial grade equipment (e.g. dishwashers, espresso machines). | |
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| **Inherent**[[1]](#footnote-1) **risk level** | | | | **Action required** |
|  | **Low** | Little chance of incident or injury | | * Document the activity within the three levels of planning. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | | * Document the activity within the three levels of planning. * A OneSchool CARA record may also be required in accordance with school-based decisions. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | | * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (highly recommended). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | | * An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (mandatory). |

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| **Activity Requirements** | If any requirement cannot be met, the activity must not occur.  If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement alternative control measures to meet or exceed the minimum safety standard.  Compliance with the department’s [guide to managing electrical equipment in departmental schools and workplaces (PDF, 1.2MB)](https://education.qld.gov.au/initiativesstrategies/Documents/guide-managing-electrical-safety-eq-schools.pdf) is required when planning this activity |
| **Planning Considerations** | |
| *Incorporate the following factors when planning risk management strategies for this activity.* | |
| **Students** | Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child’s participation in the activity are identified and managed.  Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. |
| **Emergency and First-Aid** | Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. fire, gas leakage).  Adult supervisors must have:   * emergency contact details of all participants * a medical alert list and a process for administering student medication * communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.   Safety procedures must be determined for the location (e.g. location of first aid support and equipment; follow the relevant [Safe Operating Procedure](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/equipment-machinery-resources) (SOP) or manufacturer instructions associated with plant and equipment used in this activity) and are to be informed by information provided as manufacturer’s instructions, product labels, vendor safety data sheets (SDS) and SOP as relevant.  Access is required to [first aid equipment (DOCX, 479KB)](https://education.qld.gov.au/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX) and consumables suitable for foreseeable incidents.  For participants with known allergies, schools must comply with the [supporting students with asthma and/or at risk of anaphylaxis at school procedure](https://ppr.qed.qld.gov.au/pp/supporting-students-with-asthma-and-or-at-risk-of-anaphylaxis-at-school-procedure) and the school’s [Anaphylaxis Risk Management Plan](https://ppr.qed.qld.gov.au/attachment/anaphylaxis-risk-management-plan.docx), including an adult supervisor of the activity with [anaphylaxis training](https://etraining.allergy.org.au/).  An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:   * [HLTAID009](https://training.gov.au/Training/Details/HLTAID009) Provide cardiopulmonary resuscitation (CPR) * [HLTAID011](https://training.gov.au/Training/Details/HLTAID011) Provide first aid or [SISSS00118](https://training.gov.au/Training/Details/SISSS00118) * [HLTAID012](https://training.gov.au/Training/Details/HLTAID012) Provide emergency first aid response in an education and care setting; or equivalent competencies |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. fire, gas leakage) and safety procedures (e.g. turning gas on and off, boiling water, heat sources). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.  Instruction is required for students and adult supervisors on correct techniques (e.g. use of knives, food handling and hygiene practices, waste disposal and spill clean-up procedures) |
| **Consent** | [Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site. |
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| **Supervision** | Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).  For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students’ medical condition or disability on safety during the activity.  It is recommended that teacher demonstration be used as the principal teaching strategy for medium and high activities.  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must inspect the intended location in order to identify variable risks, hazards and potential dangers.   During the activity, all adult supervisors:   * must be readily identifiable * must closely monitor students with health support needs * must closely supervise students for the duration of the activity * must comply with control measures from the CARA record and adapt as hazards arise * must suspend the activity if the conditions become unfavourable. |
| **Supervisor Qualifications** | Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.  All adult supervisors must comply with the [working with children authority – blue cards procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) and be able to identify, and respond to, risks or hazards that may emerge during the activity.  A registered teacher must be appointed to maintain overall responsibility for the activity.  For **low risk** activities:  At least 1 adult supervisor is required to be:   * a registered teacher with knowledge of cooking and safe food handling procedures and the potential hazards; or * an adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in cooking and safe food handling procedures and the potential hazards.   For **medium risk** activities:  At least 1 adult supervisor is required to be:   * a registered teacher with demonstrated competence (knowledge and skills) in cooking and safe food handling procedures and the potential hazards; or * an adult supervisor, working under the direct supervision of a registered teacher, with qualifications or accreditation in [Certificate I in Hospitality](https://training.gov.au/Training/Details/SIT10216) or similar.   For **high risk** activities:  At least 1 adult supervisor is required to be:   * a registered teacher with qualifications in Home Economics and/or Hospitality (or equivalent demonstrated capability, e.g. [Certificate I in Hospitality](https://training.gov.au/Training/Details/SIT10216), or similar); or * an adult supervisor, working under the direct supervision of a registered teacher, with qualifications or accreditation in [Certificate II in Hospitality](https://training.gov.au/Training/Details/SIT20316) or similar. |
| **Facilities and Equipment** | The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.  Location must be suitable for the activity being undertaken and have sufficient light and ventilation (e.g. open windows and/or extraction fans). Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.  Consult [chemicals in curriculum activities (DOCX, 227KB)](https://education.qld.gov.au/curriculums/Documents/chemicals-curriculum-activities-template.docx)for support in assessing the risks of chemicals used with/by students in curriculum activities.  If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on [chemicals in curriculum activities (DOCX, 227KB)](https://education.qld.gov.au/curriculums/Documents/chemicals-curriculum-activities-template.docx)and [plant, equipment and materials in curriculum activities (DOCX, 59KB)](https://education.qld.gov.au/curriculums/school-curriculum/Documents/plant-equipment-materials-template.docx).  Participants must wear [personal protective equipment (PDF, 234KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-personal-protective-equipment.pdf) as relevant (e.g. non-porous enclosed footwear, clean apron, bright coloured waterproof dressings and gloves).  Consumables must be provided as required (e.g. cleaning agents, hand soap, paper towel).  Clean up equipment (e.g. broom, dustpan, breakages bin, and spill kit) must be available.  Ready access must be available to appropriate safety equipment, including fire extinguishers and fire blankets.  Aids for safe handling, lifting and carrying (e.g. oven cloths, guards, safety steps and mobile trolleys) must be available.  Preparation surfaces and equipment (e.g. serving plates and dish cloths) must be sanitised with commercial cleaning agents used at the minimum necessary strength.  Workspace must be large enough to prevent overcrowding (recommended 900mm bench space per student; maximum of 3 students per stove).  Benches must be appropriate height and accessible for all students (recommended height is 800mm to 1 metre).  Hand washing, washing-up facilities, laundry and garbage disposal facilities must be available.  Adequate facilities for food storage (cold and dry) must be available to ensure there is no risk of food contamination.  Adequate and easily accessible power outlets that are clear of water sources must be available.  All equipment must be used in accordance with the manufacturer’s instructions.  A process for checking for damage for all equipment used in the activity must be established and employed.  A maintenance schedule (e.g. checking for damage, repairing, sharpening) must be established and enacted for all equipment used in the workspace. Consult [Equipment Maintenance Records (EMR)](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/equipment-machinery-resources) template.  A retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.  If privately owned equipment is being used, principal approval and owner consent/insurance details must be obtained prior to the activity. |

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| **Who will be leading the activity?** | | |
| **Staff/Other Participants** | | |
| **Family Name** | **Given Name** | **Type** |
| Roberts | Zach | Teacher |
| Kleinschmidt | Rod | Teacher |
| Hodgson | Kevin | Teacher |
| Cinelli | Alex | Teacher |
| Nash | Liz | Teacher |

Risk Management Matrix – Camp Cooking

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *standing on another person’s foot* | Injury requiring 1st aid  *E.g. Tripping cement edge causing bruising or an abrasion* | Serious injury requiring ambulance assistance  *E.g. Collision with another - Broken Bone* | Injury requiring hospitalisation  *E.g. 3rd degree burn* | Death or life-threatening injuries  *E.g. Medical condition leading to death* |
|  | Equipment | Replacement – no disruption to activity  *E.g. Damaged bowl for mixing* | Small disruption to activity  *E.g. Broken whisk for stirring* | Unable to proceed  *E.g. Insufficient ingredients to supply to all students* | Major disruption causing the cancelation of activity  *E.g. Broken unusable equipment* | Major disruption closing the whole activity.  *E.g. Campfire wet from rain* |
|  | Environment | Change of daily temperature  *E.g. The heat carrier on into the night* | Short term influence  *E.g. Short rain shower at the time of the activity* | Minor long-term damage  *E.g. Sudden storm at the time of the activity* | Extensive Environmental damage  *E.g. Danger of falling tree limbs at the site* | Widespread damage  *E.g. Cyclonic damage* |
|  |  | **Insignificant** | **Minor** | **Moderate** | **Major** | **Catastrophic** |
|  | **Risk Matrix** | **1** | **2** | **3** | **4** | **5** |
| Almost Certain | **5** | medium | High | High | Extreme | Extreme |
| Likely | **4** | Low | medium | High | High | Extreme |
| Possible | **3** | Low | medium | medium | High | Extreme |
| Unlikely | **2** | Low | medium | medium | High | High |
| Rare | **1** | Low | Low | medium | medium | High |

**Kinchant Outdoor Education Centre**

**Risk Analysis and Management System**

**Activity/Situation:** CampCooking **Last Updated:** 04/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Emotional and Physiological trauma  Exacerbating previous medical conditions  Head / Facial Injury  Unconsciousness  Death  Loss of self-confidence and self-esteem  Injury to self or others  Equipment loss and damage  Group awareness and member attributes (shy, quiet, doctorial, over whelming)  Instructor knowledge of group and program outcomes | Physical injury to self/others (falling or tripping over)   * + broken bones   + sprains / strains   + cut   + bruises   + blisters   Persons running into another  Equipment loss and damage and breakage  Reduced involvement  Water supply  Toilets  Ingredients supply issues  Burn or Scald | Exposure to adverse weather  Insects  Bites and stings  Infections  Sunburn  Dehydration / Heat exhaustion / Heat stroke  Animal’s wild and domestic entering activity area  Campfire dangers to students  Climatic conditions making ground slippery  Fallen debris (branches, sticks)  Children’s attitude (apprehensive, over-confident, pushy)  Passing traffic (student groups, vehicular) |

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| **People** | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Movement  Collision with;   * Others 3,3 High * General camp community. 3,2 Medium   Separation from the group 3,3 Medium   * Night activity | 3 | 3 | Medium | * Clearly define areas of movement * Brief students on out of bounds areas * Closely monitor all movement * Each team member is aware of individual roles and responsibilities * Implement safe activity protocols during briefing and during program * Regular checks on groups * Vigilant supervision regarding student movement in the dark | 2 | 3 | Medium |
| Inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 3,3 High  Students' poor cognitive ability. 3,3 High  Inattentive 3,3 Medium  Disobedience 3,3 Medium  Unfocused 3,3 Medium  Appropriateness  Student mobility 3,3 Medium  Group remain in the designated area 3,3 Medium  Group to effectively communicate  and co-operate throughout the program 3,3 Medium | 3  3 | 3  3 | Medium  Medium | * Set clear behaviour expectations. * Implement behaviour management strategies. * Ensure a supportive learning environment. * Establish a positive rapport. * Establish effective communication pathways between staff and participants. * Share common expectations with regard to participant performance, equipment use etc. * Reinforce the rule that participants who demonstrate or threaten to behave in a manner which has the potential to physically, emotionally or psychologically injure themselves or another may not participate in the activity. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. | 2 | 3 | Medium |
| Perceived risks 3,3 Medium  Insect bites  Injury from fall/slip  Campfire 4,3 High  Burn or Scald | 3 | 3 | Medium | * Appropriate sequencing to establish a safe environment * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Select cooking activity relevant to student skill base * Vigilant supervision of campfire * Clear briefing on seating * Water buckets for campfire * Correct safe handling procedures for marshmallow and jaffle equipment * Correct safe handling of damper equipment * Ensure appropriate and safe behaviour around fire. | 2 | 3 | Medium |
| Medical problems.  Pre-existing medical conditions 3,3 Medium  General fatigue and tiredness 3,3 Medium  Physical health & fitness 3,3 Medium  Food allergies 4,4 High | 3 | 3 | Medium | * Provide physical aids appropriate to the needs of the participants. * Vigilant supervision. * Program to be appropriate/modified to medical needs. * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * Participants are to use their own cups or water bottles. * Detailed medical history for all participants to be held by Admin. * Leader to be familiar with and understand medical synopsis. * Ensure the individual's medication is carried/available. * Emergency equipment immediately available * Gloves and resuscitation mask to be available. * Leader and assistants to ensure PPE is worn where administering first aid. * Appropriate sequencing to establish a level of trust and co-operation. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the program. | 2 | 2 | Medium |
| Staff Competencies  Inappropriate group size 4,3 High  Lack of effective communication 4,3 High  Lack of group control 4,3 High  Lack of adequate instructional skills 4,3 High  Lack of knowledge about equipment  being used 3,3 Medium  Lack of leader/ instructor experience 4,3 High  Lack of assistant skills and experience 4,3 High | 4 | 3 | High | * Staff trained in emergency procedures * Appropriate program sequencing e.g. to avoid participant and instructor fatigue. * Appropriate sequencing to establish a level of trust and co-operation. * Assess suitability of program in consultation with Admin. Staff, and the student if required. * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Clear briefing and appropriate sequencing. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Proven and demonstrated leader competence. * Clear definition of roles and responsibilities for all assistants * Selection of cooking activity matches perceived student outcomes | 3 | 2 | Medium |

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| Equipment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Equipment failure or damage    Damaged fire ring  Insufficient supply of appropriate timber for fire  Damaged or sharp cutlery and utensils  Damaged jaffle iron, damper stick or marshmallow folk. | 3 | 2 | Medium | * Regular inspection and maintenance of camp cooking equipment * Regular maintenance and inspection of camp kitchen and campfire area and facilities * Withdraw, appropriately mark and dispose of faulty equipment * Staff ability to recognise faulty equipment. * Instructor current and familiar with KOEC cooking brief and SOP * Vigilant supervision during the course of the activity * Visual inspection of the course prior to session. | 3 | 2 | Medium |
| Equipment management  Inappropriate attire. 3,2 Medium  Incorrect use of equipment 3,2 Medium  Accidents using equipment 3,3 Medium | 3 | 2 | Medium | * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * Briefing to avoid damage to environment & equipment. * Briefing including an awareness of the hazards including out of bounds areas. * Establish cooking area / zone * Check equipment before and during activity. * Students given guidance as to use and handling of equipment * Monitor correct use of equipment during the program * Assessment of participant ability to use equipment. | 3 | 2 | Medium |
| Equipment security  Equipment loss. 2,1 Low | 2 | 1 | Low | * Leader to account for all equipment at the end of the program. * Campsite and equipment to be checked for each group. * Correctly storing and maintaining gear. | 2 | 1 | Low |

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| Environment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Environmental danger  Exposure to Environment 3,2 Medium  (Hyperthermia, Dehydration, Sunburn)  Insects, ants and wasps 3,2 Medium  Damage to the equipment 3,2 Medium | 3 | 2 | Medium | * Animals/insects removed. * Create an awareness of any environmental hazard (long grass, ants, and wasp nests). * Insect repellent within easy reach * Advise campers of bite (insect, spider, snake) management * Appropriate environmental briefing including out of bounds areas. * Ensure equipment is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays) * Vigilant supervision. * Visual check of tent and campsite prior to use. * General tree maintenance i.e. Regular pruning. * General area maintenance i.e. mowing | 2 | 1 | Low |
| Weather conditions  Weather extremes 5,1 High  (Cyclone, lightning, high winds)  Moderate weather conditions 3,3 Medium  (gusty winds & rain)  Limited visibility (rain, sun). 3,2 Medium Strong winds. 3,2 Medium  Sun and adverse weather conditions. 3,3 Medium | 4 | 4 | High | * Students to wear appropriate attire including sun safe clothing * Implement sun safe strategies. * Modify camping program or arrangements if the weather is not suitable. * Instructors to continuously monitor surroundings for weather, terrain and wildlife hazards over the duration of the camp. * Leader competence - knowledge of local weather patterns and ongoing monitoring, first aid. * Cease the program if the weather becomes unsuitable. * Encourage participants to drink water, ensure participants have water bottles and opportunities to drink. * Suitable medication, first aid readily accessible. * Modify program to suit weather conditions or abort. | 2 | 2 | Medium |
| Environmental Footprint  Human impact. 4,2 High  Slippery grass and loose soil 3,3 Medium  Disturbance of flora and fauna 3.3 Medium  Bush fire 4, 2 High | 3 | 3 | Medium | * Use environmental management strategies to reduce human impact e.g. use paths and tracks to minimise compaction. * Use minimal impact strategies. * Participants' medical history assessed. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths. * Modify course access to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the activity * Only light campfire in controlled fire ring. * Ensure fire is not lite in server whether or when a fire ban is in place. * Ensure all rubbish and food scraps goes into the appropriate bins. | 2 | 2 | Medium |

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| **EMERGENCY** | General:  (a) First Aid kits available on site.  (b) Instructors skilled at group management and emergency response.  (c) Qualified First Aid person on hand.  (d) Two-way radio network for immediate assistance.  Leader effecting emergency procedure  In responding to a participant in need of assistance the Leader must:  (a) Identify the student in difficulty.  (b) Communicate with the participant if possible.  (c) Brief other staff and students if required.  (d) Assist the participant in an effective and appropriate way. |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Australian Adventure Activity Standards * Beware of Centre's radio signals. * Centre 'Standard Operation Plans and Procedures' eg be alert for radio calls. * Education Queensland policy and guidelines. |
| **POLICIES AND GUIDELINES RECOMMENDED** | * EQ Workplace Health, Safety and Wellbeing - First Aid * EQ Health/ safety / management - Health & Safety recording and notification * EQ CARAS - Curriculum Activity Risk Management * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Refer Centre specific “Standard operational procedures” |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications; HLTAID009—provide cardiopulmonary resuscitation (CPR), HLTAID011—provide first aid, HLTAID013—provide first aid in remote situations, or equivalent competencies * Group control and management in an outdoor setting. * Proficient in usage of equipment. * Proficient in carrying out rescues. * Competent in rope work for belaying. * Good interpersonal communication skills. * Effective processing skills. |
| **FINAL DECISION ON IMPLEMENTING ACTIVITY** | Choose one |
| Accept √ Reject  After consideration of the probability of the risk occurring, how often the participants are exposed to the hazards associated with the risks and the possible consequences, all of the above risks are unacceptable and hence control/management strategies will be implemented. |

**Approval Details**

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| Submitted by: | |
| Name: Zach Roberts | Position: Principal |
| Email: zrobe47@eq.edu.au | |
| Signed: | Date: 01/02/2022 |

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| Approval *(only required for high or extreme risk activities)* | | |
|  | Approved as submitted | |
|  | Approved with the following conditions: | |
|  | Not approved for the following reasons: | |
| Visiting staff approved to facilitate activity: | | |
| Signed (visiting school principal): | | Date: |

1. *The inherent risk level is determined before any control measures are put in place. Refer to the* [CARA planner](https://education.qld.gov.au/curriculum/school-curriculum/CARA). [↑](#footnote-ref-1)