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| **Camping** | | | | |
| **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 residential camping, base camping and lightweight camping for one or more nights as an activity to support curriculum delivery.  **Residential camping** occurs at centres that have permanent facilities, such as toilets, showers, kitchen and/or dormitory accommodation. This includes showground camping (e.g. camping in open air sheds/structures or tents with access to toilet facilities).  **Base camping** involves sleeping in tents in a natural area for one or more nights, either at places with no facilities or at camps where some facilities are provided.  **Lightweight camping** is the use of a temporary site in a natural area for one or more nights and requires participants to carry camping equipment to the camping area.  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. [bushwalking](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) or [swimming in locations other than pools](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) while [camping](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines)) must comply with the requirements of all CARA guidelines appropriate to the activity.  Schools should consider conducting this activity at a Department of Education [Outdoor and Environmental Education Centre (OEEC)](https://education.qld.gov.au/schools-educators/other-education/OEEC) and consult with OEEC centre staff for risk assessment requirements.  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). | |
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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. |
| **All Risk Levels** | Reference to [Australian adventure activity standard](https://australianaas.org.au/) and c[amping Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf) is required when planning this activity.  Prior consultation is required with local authority (e.g. [Department of Environment and Science](https://parks.des.qld.gov.au/park-alerts/) [for park alerts] and [Queensland Fire and Emergency Services](https://www.qfes.qld.gov.au/Current-Incidents)) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.  Permission/permits are required to be obtained from land managers (e.g. [QGPF](https://parks.des.qld.gov.au/camping/bookings), local councils or private landholders), if applicable. |
| **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. separation from group, evacuation procedure, thunderstorm, [snake bites (PDF, 296KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-preventing-managing-snake-bites.pdf)).  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. two-way radio, mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions * recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB] or personal locator beacon [PLB], flares) * an appointed emergency contact (e.g. the Principal, a park ranger, or local police) who is provided with a route card listing activity details (outline of the route to be followed, the number and names of the party, the estimated time of departure/arrival * emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).   Safety procedures must be determined for the location (e.g. out-of-bounds areas, roll marking, camping with indirect supervision).  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.  An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:   * [HLTAID009—provide cardiopulmonary resuscitation (CPR)](https://training.gov.au/Training/Details/HLTAID009) * [HLTAID010—provide basic emergency life support](https://training.gov.au/Training/Details/HLTAID010) * [HLTAID011—provide first aid](https://training.gov.au/Training/Details/HLTAID011) * [HLTAID013—provide first aid in remote situations](https://training.gov.au/Training/Details/HLTAID013) * or equivalent competencies. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. lost member of group) and safety procedures (e.g. thunderstorms). 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. appropriate toileting procedures for the duration of the camp, sources of drinking water). |
| **Consent** | [Parent consent](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.  [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for **extreme risk** activities |
|  | |
| **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.  The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students’ ages, abilities and specialised learning, access and/or health needs. At least two adult supervisors are required for a group of 20 students. The [camping Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf) should be consulted for supervision ratios.  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must assess [weather conditions](http://www.bom.gov.au/), and obtain accurate information on [tides](http://www.bom.gov.au/australia/tides/#!/qld), depths, currents and other expected water conditions (if applicable) prior to undertaking the activity, inspecting 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 comply with control measures from the CARA record and adapt as hazards arise * must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms) * must provide appropriate supervision, including clear boundaries, for students during unstructured free time. |
| **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.  At least one adult supervisor is required to be:  **Medium risk** level   * a registered teacher with competence (knowledge and skills) in residential camping activities or * an adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in residential camping activities and the potential hazards   In addition to the above, for **high risk** level:   * a registered teacher with competence (knowledge and skills) in teaching base camping and lightweight camping skills and the potential hazards or * an adult supervisor, working under the direct supervision of a registered teacher, with qualifications relevant to camping activities from the [sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) or similar. Refer to the competencies outlined in the [camping Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf) for guidance.   In addition to the above, for **extreme risk** level:   * a registered teacher with qualifications relevant to camping activities from the [sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) or similar. Refer to the competencies outlined in the [camping Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf) for guidance or * an adult supervisor, working under the direct supervision of a registered teacher, with [Certificate III in outdoor leadership](https://training.gov.au/Training/Details/SIS30619) or [Certificate III in sport and recreation](https://training.gov.au/Training/Details/SIS30115) or similar. Refer to the competencies outlined in the [camping Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf) for guidance. |
| **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. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. Consider the geography when planning the route, to avoid walking along cliff edges (slipping hazard) and below cliff faces (falling rocks). Plan alternative routes in case of emergency situations (e.g. bushfire, thunderstorm, extreme temperature, king tide).  Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers) as relevant (e.g. long-sleeved shirt and pants for all weather extremes, wind and rain jacket and suitable enclosed footwear).  Personal equipment for all participants required including, but not limited to:   * individual drinking containers with each participant carrying 2–3 litres of water for each day * personal food supplies in excess of the requirements of the planned walk, including emergency rations for 24 hours more than the initial planned duration * insect repellent, sunscreen and personal hygiene items as necessary * toileting equipment (if applicable) * a bag for rubbish and * waterproof containers for all equipment that can be damaged by water.   All equipment must be used in accordance with the manufacturer’s instructions.  Establish and employ a process for checking for damage for all equipment used in the activity.  A retirement schedule must be developed to replace equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.  If privately owned equipment is being used, Principal approval, 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 – Camping

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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. Heavy collision with another - Head injury* | Death or life-threatening injuries  *E.g. Medical condition leading to death* |
|  | Equipment | Replacement – no disruption to activity  *E.g. Damaged tent -small tear* | Small disruption to activity  *E.g. Broken zip on tent.* | Unable to proceed  *E.g. In sufficient tents available.* | Major disruption causing the cancelation of activity  *E.g. Broken unusable equipment* | Major disruption closing the whole activity.  *E.g. Tree fallen on tent.* |
|  | Environment | Change of daily temperature  *E.g. The heat of an afternoon activity* | Short term influence  *E.g. Sudden storm with hail and strong winds.* | Minor long-term damage  *E.g. Soil compaction* | Extensive Environmental damage  *E.g. Danger of falling tree limbs and timber* | 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:** Camping **Last Updated:** 01/02/2022

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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 | Exposure to adverse weather  Insects  Bites and stings  Infections  Sunburn  Dehydration / Heat exhaustion / Heat stroke  Animal’s wild and domestic entering activity area or tent.  Equipment Entanglement (hair caught in tent zipper)  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 | 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 play protocols during briefing and during program * Regular checks on groups | 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 choose to be sent home. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. | 2 | 3 | Medium |
| Medical problems.  Pre-existing medical conditions 3,3 Medium  Fatigue & Exhaustion 3,3 Medium  Physical health & fitness 3,3 Medium  Perceived risks  Emotional distress (anxiety, peer pressure) 3,3 Medium | 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 number of assistants 3,3 Medium  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 camping type 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    Tent  Peg  Canvas  Zip  Fly screen / Mesh  Securing clip / stud  Poles  Securing Strap  Floor  Door Mat  Rubber material  Wire  Mattress  Foam  Zip  Cover  Stretcher  Canvas  Poles / Frame  Personal Equipment  Sheet  Sleeping Bag  Pillow  Torch  Clothing  Closed in shoes  Cleaning Equipment  Brooms  Mops  Mop Buckets  Dust pan and brush  Cloth  Spray Bottle  Facilities  Toilet  Rubbish Bin  Shower  Kitchen  Dinning Area | 3 | 2 | Medium | * Regular inspection and maintenance of camping equipment * Regular maintenance and inspection of campsite area, buildings and facilities * Withdraw, appropriately mark and dispose of faulty equipment * Staff ability to recognise faulty equipment. * Instructor current and familiar with KOEC welcome and safety brief * Vigilant supervision during the course of the activity * Visual inspection of the course prior to session. * Ensure participants have appropriate, safe and adequate personal camping equipment. | 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 campsite 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 track maintenance i.e. mowing * Advise students to not keep wet clothes or food in their tents. * Advise students to respect and not to feed or approach wildlife. * Advise students on how to respond to approaching wildlife. | 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. * Tent should not be slept in severe electrical storms, temperature extremes, burn fire warning. * 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. * Use alternative building accommodation if required | 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 | 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 | 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)