

# Tinaroo Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

| CARA Creation Date: 03-Mar-2022  |   |  |                             |
|----------------------------------|---|--|-----------------------------|
| Activity:                        | <b>Climbing and abseiling (natural surfaces)</b>  |  |                             |
| Activity Scope:                  | <p>This guideline is provided to support schools in implementing the <a href="#">Managing risks in school curriculum activities procedure</a>.</p> <p>The <a href="#">CARA planner</a> must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.</p> <p>For activities beyond the scope of this guideline, complete a CARA record using the <a href="#">CARA generic template</a>.</p> <p><b>This guideline relates to student participation in climbing and/or abseiling in natural environments with specialised equipment and ropes, as an activity to support curriculum delivery.</b> This includes single pitch and multiple pitch <a href="#">top rope climbing</a> and abseiling activities.</p> <p>Note: Students must not participate in <a href="#">lead climbing</a> in this environment.</p> <p>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. <a href="#">Challenge low ropes and group activities</a> while <a href="#">Camping</a>) must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>Schools should consider conducting this activity at a Department of Education Outdoor and Environmental Education Centre (O&amp;EEC) and consult with <a href="#">O&amp;EEC</a> centre staff for risk assessment requirements.</p> <p>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.</p> <p>For activities conducted off-site, schools must comply with the <a href="#">School excursions and international school study tours</a> procedure.</p> |  |                             |
| Guidelines:                      | <a href="https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines</a>   |  |                             |
| Activity Description:            | Single pitch abseiling and top rope climbing sessions on natural surfaces with student groups from Year 6 to Year 12  |  |                             |
| Inherent Risk Level:             | Extreme   |  |                             |
| Inherent Risk Level Description: | Multiple pitch rock climbing; Single or multiple pitch abseiling. Refer to Glossary for further information.  |  |                             |
| Start Date:                      | Saturday, 01 January, 2022  | End Date:  | Saturday, 31 December, 2022 |
| On School Grounds:               | No  | Is parental permission required for this activity? | Yes                         |

### Activity Requirements

|  |  |
|--|--|
| <p>Reference to <a href="#">Australian Adventure Activity Standard</a> and <a href="#">Abseiling and Climbing Australian Adventure Activity Good Practice Guide</a> is required when planning this activity.</p> <p>Prior consultation is required with local authority (e.g. <a href="#">Department of Environment and Science</a> [for track closures] and <a href="#">Rural Fire Service</a>) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.</p> |  |
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Permission/permits are required to be obtained from land managers (e.g. [QGPF](#), local councils or private landholders), if applicable.

Assessment and management of risks associated with [working at heights](#) must occur.

Routine visual checks to be carried out by a competent person before each use of the natural surface to ensure the site is safe and the integrity of the safety systems.

### Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](#) 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. 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. medical emergency, equipment failure, thunderstorm, provision of [first aid](#)).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication;
- 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. safe use of equipment, location of first aid support and equipment).

Access is required to [First aid equipment](#) 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);
- [HLTAID010](#) Provide basic emergency life support;
- [HLTAID011](#) Provide first aid;
- [HLTAID013](#) Provide first aid in remote situations;
- or equivalent competencies.

### Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. equipment failure) and safety procedures (e.g. safe use of equipment). 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. abseiling/rappelling and climbing techniques and methods, safe use of equipment).

### Consent

[Parent consent](#) is required for all activities conducted off-site.

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| <p><a href="#">Parent consent</a> is strongly recommended for high risk activities conducted on-site.</p> <p><a href="#">Parent consent</a> is required for extreme risk activities.</p> <p>In addition to the above, for <b>Extreme risk level</b></p> <p>Small, specialised groups only. These activities are unsuitable for class groups.</p> |                                     |
| <b>The activity requirements have been met and any additional requirements for the activity are included below or attached.</b>  | <input checked="" type="checkbox"/> |

## Risk Management Details

| Supervision  |                                     |
|--|-------------------------------------|
| 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.   | <input checked="" type="checkbox"/> |
| At least two adult supervisors, one of whom is a registered teacher must be present. In certain situations, there may need to be smaller or larger numbers of participants per adult supervisor.   | <input checked="" type="checkbox"/> |
| The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the nature of the climbing/abseiling elements; and <a href="#">belay system</a> (top managed, bottom managed or autobelay); students' ages; abilities and specialised learning, access and/or health needs. The <a href="#">Abseiling and Climbing Australian Adventure Activity Good Practice Guide</a> should be consulted for supervision ratios.                        | <input checked="" type="checkbox"/> |
| Due to the risk associated with falls from height, the safe conduct of these activities requires the use of spotters in order to protect the participant's upper body and head from heavy contact with the ground. Spotters are required when the feet of the participant are up to 1.8m above the ground (e.g. lead climbing activities before first clip) [AS 2316.1-2009].  | <input type="checkbox"/>            |
| <p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>must be familiar with the contents of the CARA record</li> <li>must assess <a href="#">weather conditions</a>, and obtain accurate information on <a href="#">tides</a>, 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.</li> </ul> | <input checked="" type="checkbox"/> |
| <p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>must be readily identifiable</li> <li>must closely monitor students with health support needs</li> <li>must closely monitor all students, removing participants for the safety of the group or individuals, if applicable</li> <li>must comply with control measures from the CARA record and adapt as hazards arise.</li> </ul>   | <input checked="" type="checkbox"/> |
| All Instructors are Tinaroo EEC Teachers who have been assess as competent to lead abseiling sessions  |                                     |

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| Supervisor Qualifications  |                                     |
|--|-------------------------------------|
| All adult supervisors must comply with the <a href="#">Working with Children Authority - Blue Cards</a> procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.   | <input checked="" type="checkbox"/> |
| A registered teacher must be appointed to maintain overall responsibility for the activity.  | <input checked="" type="checkbox"/> |
| At least one adult supervisor is required to be:   |                                     |
| A registered teacher with competence (knowledge and skills) and experience in climbing and abseiling and with <a href="#">Certificate III in Outdoor Leadership</a> or <a href="#">Certificate III in Sport and Recreation</a> , similar or higher (e.g. statements of attainment which must include the endorsements of climbing and abseiling). Refer to the competencies outlined in the <a href="#">Abseiling and Climbing Australian Adventure Activity Good Practice Guide</a> for guidance. | <input checked="" type="checkbox"/> |
| OR   |                                     |
| An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) and experience in climbing and abseiling and either:   | <input type="checkbox"/>            |
| a <a href="#">Certificate IV or Diploma in Outdoor Leadership</a> , with specialisations in relevant climbing and abseiling units;   | <input type="checkbox"/>            |
| a qualification as a registered leader under the <a href="#">National Outdoor Leader Registration Scheme</a> (NOLRS), at a registration level appropriate to the context e.g. abseiling, artificial surface, single pitch;   | <input type="checkbox"/>            |
| certification as <a href="#">Australian Climbing Instructors Association</a> (ACIA) (or equivalent) Multi Pitch Guide.   | <input type="checkbox"/>            |
| Refer to the competencies outlined in the <a href="#">Abseiling and Climbing Australian Adventure Activity Good Practice Guide</a> for guidance.   |                                     |
| All Instructors are Tinaroo EEC Teachers who have been assessed as competent to lead abseiling and top rope sessions through TEEC staff induction and annual validation process, and Statements of Attainment  |                                     |

| Facilities and Equipment  |                                     |
|---|-------------------------------------|
| Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. | <input checked="" type="checkbox"/> |
| Vehicle access must be available at all times.  | <input checked="" type="checkbox"/> |
| Inspection of staging and climbing areas must occur immediately prior to the activity.  | <input checked="" type="checkbox"/> |



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| All equipment (e.g. ropes, harnesses, slings, carabiners and chocks) manufactured specifically for rock climbing/abseiling and must comply with the <a href="#">Australian Standards</a> AS 2316.1—2009 for use and maintenance and <a href="#">International Climbing and Mountaineering Federation</a> specifications.  | <input checked="" type="checkbox"/> |
| Equipment must be sized to match the ability and strength of students.  | <input checked="" type="checkbox"/> |
| All equipment must be used in accordance with the manufacturer's instructions.  | <input checked="" type="checkbox"/> |
| A retirement schedule must be developed to replace equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.  | <input checked="" type="checkbox"/> |
| Establish and employ a process for checking for damage for all equipment used in the activity.  | <input checked="" type="checkbox"/> |
| A log of equipment use, maintenance and inspection for each course must be kept and made available to participating schools upon request.   | <input checked="" type="checkbox"/> |
| If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.  | <input checked="" type="checkbox"/> |
| Equipment listed below must be manufactured for use in the context of the activity and meet the relevant EN, <a href="#">UIAA</a> /CE and/or Australian Standard: <ul style="list-style-type: none"> <li>• accessory cord</li> <li>• ascending devices</li> <li>• belay devices appropriate to the activity and location</li> <li>• carabiners or other connectors</li> <li>• descending devices</li> <li>• dynamic rope</li> <li>• harnesses connected by a safety line (rope or tape) to an appropriate anchor point or belay where exposure to a fall exists</li> <li>• helmets</li> <li>• lanyards</li> <li>• pulleys</li> <li>• slings</li> <li>• static rope</li> <li>• any other equipment that is part of the safety system used.</li> </ul>  | <input checked="" type="checkbox"/> |
| Abseiling/rappelling rope long enough for the descent and a top-rope safety rope used in addition to the abseiling/rappelling rope.   | <input checked="" type="checkbox"/> |
| Harnesses, helmets, ropes and lanyards provided for all participants in line with the following standards and practices: <ul style="list-style-type: none"> <li>• Harnesses, helmets, ropes and lanyards that meet UIAA safety standards, EN358, EN361, EN813, EN12277, AS/NZS1891.4 or equivalent</li> <li>• harnesses must be worn at all times and fitted correctly when on course, and connected by a safety line (rope or webbing/tape) to an appropriate anchor point or belay</li> <li>• helmets that meet UIAA or EN12492 standards must be correctly fitted and secured for the duration of the activity</li> <li>• the belay system or <a href="#">lanyard arrangement</a> is appropriate for the expected fall factor of a climber to minimise risk of strangulation.</li> </ul> | <input checked="" type="checkbox"/> |

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| <p>Appropriate vertical rescue equipment suitable for unassisted abseil, and/or haul and lower rescue techniques readily accessible including, but not limited to:</p> <ul style="list-style-type: none"> <li>• ascending devices</li> <li>• belay device</li> <li>• connectors</li> <li>• knife</li> <li>• pair of pliers or multi grips</li> <li>• pulleys</li> <li>• prusik loops</li> <li>• webbing tape</li> <li>• alloy or steel carabiners</li> <li>• rope long enough for the longest pitch</li> <li>• safety harnesses</li> <li>• slings.</li> </ul> | <input checked="" type="checkbox"/> |
| <p>Personal equipment for all participants including (but not limited to):</p> <ul style="list-style-type: none"> <li>• helmets correct size and fit and appropriate for protection from falling objects</li> <li>• harnesses must be worn at all times and fitted correctly</li> <li>• clothing appropriate for the activity and weather conditions</li> <li>• firmly fitting, enclosed, non-slip footwear appropriate to the terrain</li> <li>• access to drinking water</li> <li>• insect repellent and sunscreen where necessary.</li> </ul>              | <input checked="" type="checkbox"/> |
| Consider using backpacks to carry equipment and edge protectors to protect ropes from abrasion damage.  | <input checked="" type="checkbox"/> |
| Base of climbs/abseils must be cleared of potential hazards.  | <input checked="" type="checkbox"/> |
| If the feet of the participant are above 1.8m, additional fall protection must be applied.  | <input type="checkbox"/>            |
| <p>All equipment has a scheduled service life and is tracked through a database from purchase to disposal. Ropes and harnesses are individually marked with date of entry into service and retired at 5 years even if still in good condition. All gear is stored in dry and dark conditions. Standard practice to physically check each rope as it is set up at the start of the activity. Rescue Kit appropriate to activity available for all sessions. Additional controls are put in place when no vehicle access to a site.</p>                         |                                     |

### Hazards and Control Measures

|   |                                     |
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| Further to those listed, include any additional hazards and control measures considering the local context of the activity.         |                                     |
| <b>Environmental conditions</b> - weather, surfaces, surrounds  |                                     |
| The school's <a href="#">sun safety strategy</a> must be followed.  | <input checked="" type="checkbox"/> |
| Follow the <a href="#">Managing excessive heat in schools</a> guidelines when participating in very hot or extreme heat conditions. | <input checked="" type="checkbox"/> |
| Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.  | <input checked="" type="checkbox"/> |

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| Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.                                    | <input checked="" type="checkbox"/> |
| Assess site for unstable rocks, dead tree limbs, harmful fauna and flora.  | <input checked="" type="checkbox"/> |
| <b>Heights</b> - falling from height   |                                     |
| Assess and manage risks associated with <a href="#">working at heights</a> .   | <input checked="" type="checkbox"/> |
| <b>Faulty or dangerous equipment</b>   |                                     |
| Remove any equipment from the activity area that poses a risk to participants.   | <input checked="" type="checkbox"/> |
| Ensure all safety equipment is in place and in good condition.   | <input checked="" type="checkbox"/> |
| <b>Injury</b>  |                                     |
| Students aware of the location of emergency and first-aid equipment.   | <input checked="" type="checkbox"/> |
| <b>Physical exertion</b> - exhaustion and fatigue  |                                     |
| Monitor students for signs of fear, hesitancy, loss of balance, fatigue, disorientation and/or exhaustion.                                     | <input checked="" type="checkbox"/> |
| <b>Students issues</b>   |                                     |
| Conduct appropriate lead-up activities (e.g. trust, cooperation, communication).   | <input checked="" type="checkbox"/> |
| Provide suitable options to allow 'challenge by choice'.   | <input checked="" type="checkbox"/> |
| Provide scaffolded experiences to build participant skill level, knowledge and experience.   | <input checked="" type="checkbox"/> |
| Adopt a system of signals to clearly communicate the need for assistance if in difficulty.   | <input checked="" type="checkbox"/> |
| Remove accessories (e.g. jewellery) before participating.  | <input checked="" type="checkbox"/> |
| Ensure fingernails, hair and clothing do not pose a hazard.  | <input checked="" type="checkbox"/> |
| Guide students through an activity or provide a demonstration prior to undertaking the activity.   | <input checked="" type="checkbox"/> |
| Brief all participants on basic first aid procedures for biological hazards they may encounter (e.g. <a href="#">snakes</a> , ticks, leeches). | <input checked="" type="checkbox"/> |
| Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants.   | <input checked="" type="checkbox"/> |
| <b>Visibility</b>  |                                     |
| Have students wear easily identifiable clothing (e.g. high visibility rash vest).  | <input type="checkbox"/>            |
| Ensure staff can easily recognise those students with health support needs and are familiar with their needs.                                  | <input checked="" type="checkbox"/> |

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| <p><b>Glossary</b></p> <p><b>Abseiling:</b> descending vertical or near vertical natural surfaces or artificial surfaces using ropes and descending friction devices to manage the descent. It is also known as rappelling.</p> <p><b>Climbing:</b> ascending, traversing or descending vertical or near vertical natural surfaces or artificial surfaces. (Also see Rock climbing).</p> <p><b>Multi-pitch:</b> a section of a natural surface or artificial surface that to ascend, traverse or descend, progress is made by using more than one pitch and establishing belay systems mid route.</p> <p><b>Rock Climbing:</b> ascending, traversing or descending vertical or near vertical natural surfaces. At times also used to describe climbing on artificial surfaces. (Also see Climbing.)</p> <p><b>Single-pitch:</b> a section of a natural surface or artificial surface that requires no greater than one length of rope to ascend, traverse or descend.</p> |  |
| <p><b>Additional links</b></p> <p><a href="#">Sport Climbing Australia</a></p> <p><a href="#">Australian Climbing Association Queensland</a></p>  |  |
| <p>Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures. (With prior arrangement with approval of the Principal of TEEC, abseiling with multi age groups can occur.)</p>   |  |

| Staff/Other Participants |            |              |                         |
|--------------------------|------------|--------------|-------------------------|
| Family Name              | Given Name | Type         | Other Participants Role |
| Crosby                   | Bret       | Staff Member | N/A                     |
| Dilger                   | Darryl     | Staff Member | N/A                     |
| Harrison                 | Philip     | Staff Member | N/A                     |
| Holcroft                 | Kimberley  | Staff Member | N/A                     |
| Lazaredes                | Louka      | Staff Member | N/A                     |
| Livingstone              | Mark       | Staff Member | N/A                     |
| MacGregor                | Peter      | Staff Member | N/A                     |
| Morley                   | Kirk       | Staff Member | N/A                     |
| Watson                   | Dayna      | Staff Member | N/A                     |

## Approval Details

| Approval Status: Approved |                  |                |             |
|---------------------------|------------------|----------------|-------------|
| Approval Officer Name:    | Harrison, Philip | Approval Date: | 03-Mar-2022 |



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### Planning Considerations

#### Which students will be involved?

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

#### Where will the students be?

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students appropriate for the available space?
- If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire,) and necessary controls implemented.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

#### What will the students be doing?

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, EpiPen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place e.g. communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, will not be shared between students.

#### What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [Relevant department procedures and guidelines](#) are adhered to for the use of equipment and work processes.

#### Who will be leading the activity?

- A registered teacher has overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

☒ I have incorporated the above factors when planning my risk management strategies for this activity.

☒ Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.

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Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures. (With prior arrangement with approval of the Principal of TEEC, abseiling with multi age groups can occur.) Additional equipment and TEEC staff are occasionally employed with students with special needs. The exact modifications to this activity are dependent on the precise requirements of the student concerned.

### Monitor and Review

Informal review with students after each activity session  
Annual review of CARA will take place either at the end of a School Year, or the start of the following year