

Tinaroo Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 02-Feb-2021			
Activity:	Challenge High ropes		
Activity Scope:	<p>This document relates to student participation in challenge high ropes courses, as a curriculum activity.</p> <p>'Challenge high ropes' refers to any ropes activity where the participant's safety can no longer be achieved by spotting, and which requires safety systems such as harnesses, belay systems, specialist safety equipment or other established methods or systems.</p> <p>High ropes courses enable students to participate in activities which are challenging, build self-confidence, determination, cooperation and decision-making skills, and develop physical attributes such as balance and flexibility.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines		
Activity Description:	Dynamic and static high ropes courses (at either campus of TEEC but occasionally in other locations), Flying Fox, Crate Stack, Pelican Perch, Leap of Faith, Vertical Challenge, Giant Swing and Rope Bridge for students from Year 5 to Year 12.		
Inherent Risk Level:	High		
Inherent Risk Level Description:	Activities which require safety systems such as harnesses, belay systems, specialist safety equipment or other systems		
Start Date:	Friday, 01 January, 2021	End Date:	Friday, 31 December, 2021
On School Grounds:	Yes	Is parental permission required for this activity?	Yes

Mandatory/Special Requirements

<p><i>Mandatory requirements must be met for the activity to be conducted. Special requirements are to be considered in the planning and delivery of this activity.</i></p> <p>Age, size, ability and maturity of students must be considered when determining suitability to undertake physical activities.</p> <p>Refer to the Queensland Adventure Activity Standards and Worksafe safety alerts for high ropes adventure courses when planning this activity.</p> <p>For management of a ropes course, a Challenge Ropes Course Manager (either low ropes or high ropes as relevant) is required. Management can also be carried out by people who have a statement of attainment from a Registered Training Organisation (RTO) covering SISOCR506A/505A Manage a high/low ropes session.</p>	
I have incorporated the above factors when planning my risk management strategies for this activity.	<input checked="" type="checkbox"/>
Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures for High Ropes.	

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Risk Management Details

Supervision Requirements	
Ensure participants are adequately monitored while they are on the rope course. The activity leader may exclude/remove participants for the safety of the group or individuals.	<input checked="" type="checkbox"/>
In addition to the teacher or activity leader, other supervisors should be selected from those most suitable for this particular activity. Before they start, the supervisors should be informed of their role, potential hazards and precautions to be taken, as per the Queensland Adventure Activity Standards .	<input checked="" type="checkbox"/>
The ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader. In addition to variables listed in the planning considerations section of the CARA generic template , consider: <ul style="list-style-type: none">• the nature of the challenge ropes course elements;• line of sight and sound for supervision; and• belay system and transfer (dynamic, static or continuous).	<input checked="" type="checkbox"/>
Consult the Planning Considerations section as outlined in the CARA generic template .	<input checked="" type="checkbox"/>
All instructors are Tinaroo EEC teachers who have been assessed as competent to lead the sessions.	

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Qualification Requirements	
Supervisors should have demonstrated skills and currency that meet leadership, group management, technical capacities and safety requirements (including familiarity with the environment, emergency procedures) of the specific circumstances being addressed.	<input checked="" type="checkbox"/>
A registered teacher with: <ul style="list-style-type: none"> a statement of attainment from a Registered Training Organisation (RTO) covering SISOCR302A/SROCRP002A Conduct a high ropes session. OR <ul style="list-style-type: none"> Certificate III in Sport, Outdoor or Community Recreation or higher, with specialisations in appropriate activities. 	<input checked="" type="checkbox"/>
A leader other than a registered teacher (working under the direct supervision of a registered teacher) with: <ul style="list-style-type: none"> a statement of attainment from an RTO for a nationally recognised course or Skill Set, at the level of High Ropes conductor. OR <ul style="list-style-type: none"> Certificate III in Sport, Outdoor or Community Recreation or higher, with specialisations in appropriate activities. 	<input type="checkbox"/>
Note: Competence is to be assessed annually, considering the outdoor environment that the activity is taking place in, to ensure currency and relevancy. Details about how the activity leader has demonstrated competence should be included in the 'Other Details' box of the CARA generic template or OneSchool module. Refer to the National Outdoor Recreation Training Package for further information on supervisor qualifications.	
All instructors are Tinaroo EEC teachers who have been assessed as competent to lead sessions through TEEC staff induction and annual validation process and Statements of Attainment.	

Equipment/Facility Requirements	
Vehicle access at all times;	<input checked="" type="checkbox"/>
A ladder of sufficient height to reach the closest foot peg for a leader to be able to access the course;	<input checked="" type="checkbox"/>
A log of equipment use and maintenance for each course;	<input checked="" type="checkbox"/>
Harnesses and helmets for all participants in line with the following standards and practices: <ul style="list-style-type: none"> harnesses and helmets compliant with International Mountaineering and Climbing Federation (UIAA), European Community (CE) standard or equivalent (refer to UIAA safety standards for more information); 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; harnesses must be retired by manufacturer's nominated expiry date; and helmets must be worn and secured when on ropes courses. 	<input checked="" type="checkbox"/>

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The lanyard arrangement is appropriate to minimise risk of strangulation.	<input checked="" type="checkbox"/>
An adequate rescue kit suitable for unassisted abseil, and/or haul and lower rescue techniques including, but not limited to safety equipment used by leaders as outlined in the Queensland Adventure Activity Standards .	<input checked="" type="checkbox"/>
Effective communication system including a communication device that will work in the relevant conditions (e.g. two-way radio, mobile phone). Note that battery life can be impacted by weather conditions.	<input checked="" type="checkbox"/>
Personal equipment for all participants including (but not limited to): <ul style="list-style-type: none"> appropriate clothing, taking into account the requirements of the activity and weather conditions; firmly fitting, non-slip footwear; personal food and water that includes emergency rations; and insect repellent and sunscreen where necessary. 	<input checked="" type="checkbox"/>
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 stored in dry and dark conditions. Standard practice to physically check each rope as it is set up at start of activity. Rescue kit appropriate to activity available for all sessions. Additional controls are put in place when no vehicle access to a site.	

Hazards and Control Measures	
Environmental considerations	
Inspect course areas to ensure safety and soundness immediately prior to activity.	<input checked="" type="checkbox"/>
Assess the weather conditions before the activity takes place, with potential dangers identified and suitable action taken. Adverse weather conditions may endanger participants e.g. lightning events pose electrocution threats, rain inhibits communication between leader and participant, high wind increases risk of falling and high temperatures cause burns from metal courses.	<input checked="" type="checkbox"/>
Equipment	
Ensure all safety equipment is in place and in good condition.	<input checked="" type="checkbox"/>
Gravity	
Assess and manage risks associated with working at heights .	<input checked="" type="checkbox"/>
Physical exertion	
Conduct appropriate lead-up activities.	<input checked="" type="checkbox"/>
Continuously monitor students for signs of fear, hesitancy, loss of balance, fatigue, disorientation and/or exhaustion.	<input checked="" type="checkbox"/>
Adopt a system of signals to clearly communicate the need for assistance if in difficulty.	<input checked="" type="checkbox"/>
Student considerations	
Review health, maturity, fitness, suitability and competency of participating students.	<input checked="" type="checkbox"/>
Record individual student medical conditions and brief staff on any student health plans.	<input checked="" type="checkbox"/>

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Provide specific (written and verbal) training in, and awareness of, safety requirements.	<input checked="" type="checkbox"/>
Guide students through an activity or provide a demonstration prior to undertaking the activity.	<input checked="" type="checkbox"/>
Use trained, competent spotters and belayers where appropriate.	<input checked="" type="checkbox"/>
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, High Rope activities with multi age groups can occur.)	

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Chan	Selina	Staff Member	N/A
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
MacGregor	Peter	Staff Member	N/A
Marsh	Matthew	Staff Member	N/A
Watson	Dayna	Staff Member	N/A

Approval Details

Approval Status: Approved			
Approval Officer Name:	Harrison, Philip	Approval Date:	02-Feb-2021

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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.

Additional equipment and TEEC staff are occasionally employed with students with special needs. The exact modifications to this activity are dependant on the precise requirements of the student concerned.

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Monitor and Review

Informal review with students after each activity session.

Formal review at the end of the school year or at the start of the following year.