

# Tinaroo Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 10-Feb-2021			
Activity:	<b>Cooking and maintaining a safe kitchen</b>		
Activity Scope:	This guideline relates to cooking and maintaining a safe kitchen as a curriculum activity, and details the recommended minimum requirements for cooking and maintaining a safe kitchen in a school setting.		
Guidelines:	<a href="https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines</a>		
Activity Description:	<p>In 2021 students are not involved in cooking meals due to COVID precautions.</p> <ul style="list-style-type: none"> <li>• This activity involves students using the kitchen facilities at our Black Gully Campus to prepare food in a safe and structured manner.</li> <li>• A minimum of one adult is required to be present whilst kitchen activities are being conducted. An adult will be familiar with kitchen operating procedures as outlined in the Standard Operating Procedures for our kitchen and signage found in the kitchen area.</li> </ul>		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Activities involving moist heat methods of cooking e.g. steaming and boiling; and/or the use of equipment that could cause injury if sufficient training and supervision is not provided e.g. food processor, blender, hand held beater, pressure cooker, cutting or garnishing tools etc.		
Start Date:	Friday, 01 January, 2021	End Date:	Friday, 31 December, 2021
On School Grounds:	Yes	Is parental permission required for this activity?	No

### Mandatory/Special Requirements

Demonstrations undertaken by teachers should exemplify safe and hygienic procedures and practices.	
For requirements relating to food preparation activities that do not involve cooking, refer to the <a href="#">Food handling activity guideline</a> .	
For information about high risk activities involving the use of agents or conditions that promote food contamination and/or chemicals that constitute a hazard, refer to the <a href="#">Food experimentation activity guideline</a> .	
I have incorporated the above factors when planning my risk management strategies for this activity.	<input checked="" type="checkbox"/>
<p>TEEC Standard operating procedures are available in the kitchen.            A comprehensive list of hazards and risk control measures are displayed in the kitchen and also available at: <a href="https://tinarooeec.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Risk-management/rm- page2.pdf">https://tinarooeec.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Risk-management/rm- page2.pdf</a>            Additional Control Measures:</p> <ul style="list-style-type: none"> <li>• Burns/scalds: Students not to use microwaves or ZIP heater for boiling water. Students and all adults briefed during induction</li> <li>• Infections/biological hazards: Students to wash hands in areas provided before, during and after preparation of food. All open cuts must be covered.</li> </ul>	

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### Risk Management Details

Supervision Requirements	
Covered in the Planning Considerations section.	<input type="checkbox"/>
Adult familiar with supervising children and Standard Operating Procedures of TEEC kitchen. A registered teacher is always on site. or supervision by cook at Barron River Campus	

Qualification Requirements	
An adult with competence (knowledge and skills) in medium-risk cooking and food hygiene procedures; the use of medium-risk equipment; and maintaining a safe kitchen in a school setting.	<input checked="" type="checkbox"/>

Equipment/Facility Requirements	
<b>Facility requirements</b>	
The kitchen has adequate space to ensure that safety rules and procedures can be followed (recommended 900mm bench space per student; and a maximum of three students per stove).	<input checked="" type="checkbox"/>
Work stations that are the appropriate height (recommended height is 800mm to 1 metre) with access for all students.	<input checked="" type="checkbox"/>
Sufficient light and ventilation (i.e. windows that can open and/or extraction fans).	<input checked="" type="checkbox"/>
Level floor surfaces with non-slip coverings; no damage or cracks which can pose potential hygiene risks; and no tripping hazards.	<input checked="" type="checkbox"/>
If the kitchen is used as a functioning restaurant, the site must be safe for customers, students and staff.	<input checked="" type="checkbox"/>
Work areas that have easy access to exits in case evacuation is required because of fire and/or gas leakage.	<input checked="" type="checkbox"/>
Appropriate facilities available on site to enable a satisfactory standard of hygiene (including hand washing facilities, laundry and garbage disposal).	<input checked="" type="checkbox"/>
Washing-up facilities (including adequate supply of hot water and cleaning agents).	<input checked="" type="checkbox"/>
Adequate facilities for food storage (cold and dry) to ensure there is no risk of food contamination.	<input checked="" type="checkbox"/>
Adequate and easily accessible power outlets.	<input checked="" type="checkbox"/>
A place to store potentially hazardous chemicals that is lockable, well-ventilated, secure against forced entry and separate from where foodstuffs are stored.	<input checked="" type="checkbox"/>
<b>Equipment Requirements</b>	

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Appropriate safety aids (including guards, oven cloths, safety steps, glass racks and mobile trolleys) for safe handling, lifting and carrying.	<input checked="" type="checkbox"/>
Electrical cords that are inspected regularly for damage and stored in such a way to prevent curling and stress on wires.	<input checked="" type="checkbox"/>
Preparation surfaces on benches or tables have been cleaned and sanitised with commercial cleaning agents.	<input checked="" type="checkbox"/>
Appropriate personal protective equipment (including covered, non-porous footwear; clean apron; and gloves).	<input checked="" type="checkbox"/>
Ready access to appropriate safety equipment (including fire extinguishers and fire blankets).	<input checked="" type="checkbox"/>
Clean up equipment (including a broom, dustpan, breakages bin, and spill kit).	<input checked="" type="checkbox"/>
Equipment that is clean, in good condition and regularly maintained.	<input checked="" type="checkbox"/>
Appropriate signage is displayed. Safe Work Procedures for preparation of meals are in place.	

### Hazards and Control Measures

<b>Biological material</b>	
Ensure all food items used comply with <a href="#">Food Standards Australia New Zealand</a> and are not subject to any <a href="#">current food recalls</a> .	<input checked="" type="checkbox"/>
Adhere to established hand hygiene practices outlined in the <a href="#">Infection Control Guideline</a> (e.g. hands and nails should be washed thoroughly with warm running water and liquid soap, and then dried thoroughly using a single use towel or disposable paper towel).	<input checked="" type="checkbox"/>
Keep uncooked food separate from cooked food and food to be eaten raw.	<input checked="" type="checkbox"/>
Ensure the same equipment and utensils are not used for raw meat, poultry and seafood as for cooked foods and food to be eaten raw (e.g. salads).	<input checked="" type="checkbox"/>
Store food that needs refrigeration or freezing in containers with lids or covers such as plastic wrap and ensure they are labelled and dated clearly.	<input checked="" type="checkbox"/>
Cover raw meats, poultry and seafood and store towards the bottom of the refrigerator or in the meat compartment.	<input checked="" type="checkbox"/>
Ensure unprocessed produce that contains high levels of microorganisms, such as unwashed potatoes and dirty eggs, do not contaminate other food, especially cooked and ready-to-eat food.	<input checked="" type="checkbox"/>

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Ensure the kitchen, equipment and clothing are kept clean.	<input checked="" type="checkbox"/>
Ensure cleaning agents are used at the minimum strength necessary to maintain hygienic surfaces.	<input checked="" type="checkbox"/>
Where possible, use clean equipment to pick up food rather than hands (e.g. tongs and/or serving spoons).	<input checked="" type="checkbox"/>
Treat all clothing, equipment and surfaces contaminated by blood or saliva as infectious.	<input checked="" type="checkbox"/>
Wash fruit and vegetables that are to be eaten raw, under running water.	<input checked="" type="checkbox"/>
Do not allow students to share tasting equipment.	<input checked="" type="checkbox"/>
Do not allow people who are sick to prepare food, especially if they have vomiting or diarrhoea.	<input checked="" type="checkbox"/>
Keep hot food hot and cold food cold (i.e. out of the danger zone of between 5°C and 60°C). For example: <ul style="list-style-type: none"> <li>• keep cooked food at 60°C or above until served</li> <li>• refrigerate or freeze food that is prepared in advance</li> <li>• comply with <a href="#">Food Standards Australia New Zealand</a> when reheating food</li> <li>• thaw frozen food in the refrigerator or microwave</li> <li>• check the temperature of the refrigerator regularly.</li> </ul>	<input checked="" type="checkbox"/>
<b>Environmental conditions</b>	
Ensure the kitchen, kitchen surfaces and equipment, including serving plates and dish cloths are clean and sanitised.	<input checked="" type="checkbox"/>
Ensure the environment is controlled for pests (e.g. use fly screens and food covers and do not leave food or dirty dishes on the bench).	<input checked="" type="checkbox"/>
Ensure that the placement of kitchen equipment, tools, appliances, and furniture allows staff and students to see all work areas clearly, have ready access, and can work freely on their activity.	<input checked="" type="checkbox"/>
<b>Equipment</b>	
Ensure equipment is clean and sanitised and does not have cracks and damage.	<input checked="" type="checkbox"/>
Ensure knives are sufficiently sharp to allow for easy cutting, and stored in a way that allows safe selection.	<input checked="" type="checkbox"/>
Ensure equipment and implements are stored safely and securely when not in use.	<input checked="" type="checkbox"/>
Ensure teachers and students are aware of the <a href="#">Procedure for turning gas on and off</a> .	<input checked="" type="checkbox"/>
<b>Extreme temperature sources</b>	
Use appropriate equipment when heating or cooling materials quickly (e.g. use ovenproof dishes and trays).	<input checked="" type="checkbox"/>
<b>Student considerations</b>	

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Ensure 'explicit' instruction is provided in: <ul style="list-style-type: none"> <li>• how to work safely in relation to extreme temperatures (e.g. boiling water, hot ovens)</li> <li>• appropriate emergency responses</li> <li>• the safe handling of food and liquid heated in the microwave (eg.steam)</li> <li>• keeping the kitchen and equipment clean</li> <li>• the safe handling of food and equipment, including knives and electrical equipment</li> <li>• the correct procedure to light gas stoves.</li> </ul>	<input checked="" type="checkbox"/>
For students with known food allergies, refer to the <a href="#">Anaphylaxis Guidelines for Queensland State Schools</a> and, if relevant, your school's Anaphylaxis Risk Management Plan.	<input checked="" type="checkbox"/>
<b>Waste disposal / spill clean up</b>	
Ensure procedures are in place to immediately manage the removal of all spilt substances (e.g. breakages bin, spill kit for large spills).	<input checked="" type="checkbox"/>
Instruct students in waste disposal and spill clean up procedures.	<input checked="" type="checkbox"/>
A comprehensive list of hazards and risk control measures are displayed in the kitchen and also available at: <a href="https://tinarooeec.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Risk-management/rm-page2.pdf">https://tinarooeec.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Risk- management/rm-page2.pdf</a>	

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

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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.

The exact modifications to this activity are dependant on the precise requirements of the students concerned. Additional equipment and staffing could be required for students with special needs.

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### Monitor and Review

Review with supervising teacher and students regularly ensuring operating procedures are clear and actioned.  
Formal review will take place at the end of the year or at the start of the following year