

Tinaroo Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 29-Jan-2021			
Activity:	Climbing and abseiling (natural surfaces)		
Activity Scope:	<p>This guideline relates to student participation in climbing and/or abseiling in natural environments with specialised equipment and ropes, as a curriculum activity. This includes single pitch and multiple pitch top rope climbing and abseiling activities. Note: Students must not participate in lead climbing in this environment.</p> <p>Climbing and/or abseiling on natural surfaces may involve other activities that have various risk levels. Refer to the relevant activity guideline (e.g. Challenge Low Ropes and Group Activities) for mandatory requirements associated with these activities.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines		
Activity Description:	Single pitch rock climbing		
Inherent Risk Level:	High		
Inherent Risk Level Description:	Single pitch rock climbing.		
Start Date:	Friday, 01 January, 2021	End Date:	Friday, 31 December, 2021
On School Grounds:	No	Is parental permission required for this activity?	Yes

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Mandatory/Special Requirements	
Use the appropriate Queensland Adventure Activity Standards when planning this activity.	<input checked="" type="checkbox"/>
Obtain parent/carer consent and a medical questionnaire/declaration. (Note: Students with a medical condition that may impact on their safety during participation in this activity must be cleared by a medical practitioner to participate in the activity).	<input checked="" type="checkbox"/>
Establish and implement procedures for emergencies such as injury (e.g. fracture) and first aid, resuscitation, rescue, communication, emergency service contact details and supervision/safety detail of students that are appropriate to the activity, location and conditions.	<input checked="" type="checkbox"/>
Establish and implement safety procedures and correct technique for climbing and abseiling. This must include, but is not limited to, the safe use of specialised equipment to avoid injury.	<input checked="" type="checkbox"/>
Induct students on procedures for emergency, safety procedures and correct technique (e.g. abseiling technique/rappelling methods/safe use of equipment).	<input checked="" type="checkbox"/>
Participants must wear secured and correctly fitted helmets that meet Australian Standards for the duration of the activity.	<input checked="" type="checkbox"/>
Follow the school's sun safety strategy .	<input checked="" type="checkbox"/>
Refer to the School Excursions and International School Study Tours for mandatory travel requirements that may be associated with this activity when participating off-site.	<input checked="" type="checkbox"/>
Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures for Climbing.	

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Risk Management Details

Supervision Requirements	
At least two adult supervisors, one of whom is a registered teacher must be present.	✓
The ratio of qualified, experienced adult supervisors to dependent participants needs to be considered. In certain situations, there may need to be smaller or larger numbers of participants per adult supervisors. In addition to the variables listed in the planning considerations section of the CARA generic template , schools must consider: <ul style="list-style-type: none"> • the nature of the climbing/abseiling elements; and • belay system and transfer (dynamic, static or continuous). 	✓
Principals make decisions about the supervision requirements.	✓
Ensure supervisors are visible and easily identified and that all students are in sight of at least one adult at all times.	✓
All instructors are Tinaroo EEC teachers who have been assessed as competent to lead the sessions.	

Qualification Requirements	
All adult supervisors must have competence (knowledge and skills), experience and currency ^[1] that meet leadership, group management, technical capacities and safety requirements including familiarity with the environment and the emergency procedures for the specific circumstances. ^[1] Competence (knowledge and skills), experience and currency refers to current climbing experience; active membership of a climbing club/association; or direct observation.	✓
AND	
A competent adult supervisor with a current first aid qualification including cardiopulmonary resuscitation with capability and competence (knowledge and skills) to perform a rescue to assist/recover a student, if required.	✓
A registered teacher with competence (knowledge and skills) and experience in climbing, with a Certificate III in Sport, Outdoor or Community Recreation or higher, including specialisations in appropriate activities or with a statement of attainment from a Registered Training Organisation (RTO) covering the following units of competency or equivalent: <ul style="list-style-type: none"> • SISOCLN201A Demonstrate top rope climbing skills on natural surfaces; • SISOCLN302A Apply climbing skills on natural surfaces; • SISOCLN303A Establish belays for climbing on natural surfaces; • SISOODR303A Guide outdoor recreation sessions; and • SISOVTR301A Perform vertical rescues. 	✓
OR	

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<p>An adult supervisor other than a registered teacher, working under the direct supervision of a registered teacher, with experience in climbing and either:</p> <ul style="list-style-type: none"> • Certificate III, IV or Diploma in Outdoor Recreation, with specialisations in relevant rock climbing units; • a qualification as a registered leader with National Outdoor Leader Registration Scheme (NOLRS), for the specific activity; • certification as Australian Climbing Instructors Association (ACIA) Single Pitch Guide; or • a statement of attainment from an RTO for a nationally recognised course or skill set at the level of Climbing Guide (Natural Surfaces) Single Pitch Lead or Climbing Guide (Natural Surfaces) Top Rope. 	<input type="checkbox"/>
<p>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.</p>	

Equipment/Facility Requirements	
<p>Safety and climbing equipment (e.g. ropes, harnesses, slings). All climbing equipment must comply with the relevant Australian Standards for use and maintenance.</p>	<input checked="" type="checkbox"/>
<p>Keep an equipment use and maintenance log for each session.</p>	<input type="checkbox"/>
<p>Readily available first aid equipment and consumable items (e.g. ice pack) appropriate to the location and level of risk.</p>	<input checked="" type="checkbox"/>
<p>Check all climbing and safety equipment (e.g. carabiners and chocks) manufactured specifically for rock climbing/abseiling, to ensure they conform to Australian Standards and International Climbing and Mountaineering Federation specifications.</p>	<input checked="" type="checkbox"/>
<p>Do not use any unsuitable climbing or safety equipment and ensure equipment is retired by manufacturer's nominated expiry date.</p>	<input checked="" type="checkbox"/>
<p>Keep an equipment use and maintenance log for each session.</p>	<input type="checkbox"/>
<p>Provide readily available first aid equipment and consumable items (e.g. ice pack) appropriate to the location and level of risk.</p>	<input checked="" 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 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.</p>	

Hazards and Control Measures	
<p><i>Before the activity</i></p>	
<p>Considering environmental conditions</p>	
<p>Consider the weather forecast (Bureau of meteorology) in determining an appropriate location for activity.</p>	<input checked="" type="checkbox"/>

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Ensure vehicular access to within a reasonable distance of the activity in case of emergency.	<input checked="" type="checkbox"/>
Inspect staging and climbing areas to ensure safety immediately prior to activity.	<input checked="" type="checkbox"/>
Accessing facilities and using equipment	
Ensure harnesses are connected by a safety line (rope or tape) to an appropriate anchor point or belay where exposure to a fall exists.	<input checked="" type="checkbox"/>
Use a belay system appropriate to the activity and location.	<input checked="" type="checkbox"/>
Use matting of sufficient density to absorb body impact on the floor at the base of the climbing wall.	<input type="checkbox"/>
Check abseiling/rappelling rope is long enough for the descent and top-rope safety rope is used in addition to the abseiling/rappelling rope.	<input type="checkbox"/>
Determine equipment to be carried by all participants.	<input checked="" type="checkbox"/>
Create a suitably equipped rescue pack with spare equipment in case of emergency, including, but not limited to: additional safety rope; knife; pair of pliers or multi grips; abseil ropes; webbing tape; prusik loops; alloy or steel carabiners; belay device; pulley; safety harness.	<input checked="" type="checkbox"/>
Use backpacks with edge protectors to carry equipment and to protect ropes from abrasion damage.	<input checked="" type="checkbox"/>
Check harnesses and helmets are of correct size and fit.	<input checked="" type="checkbox"/>
<i>During the activity</i>	
Considering environmental conditions	
Cease activities when environmental conditions tend towards unfavourable.	<input checked="" type="checkbox"/>
Accessing facilities and using equipment	
Remove any equipment from the activity area that poses a risk to students.	<input checked="" type="checkbox"/>
Managing student considerations	
Monitor students for fear and/or hesitancy, or loss of balance.	<input checked="" type="checkbox"/>
Ensure drink breaks occur regularly (recommended drink breaks every 30 minutes in conditions of extreme temperature) and drinks are available for individuals between breaks.	<input checked="" type="checkbox"/>
<i>After the activity</i>	
Considering environmental conditions	
Inspect the activity area for damage or changes in condition. Record new hazards to be considered when planning for future activities.	<input checked="" type="checkbox"/>
Managing student considerations	
Conduct an appropriate warm down program to prevent injury.	<input checked="" type="checkbox"/>
Implement procedures (e.g. roll marking mechanisms) for students leaving the location.	<input checked="" type="checkbox"/>

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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:	29-Jan-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.