Note: This template may be used in combination with a Curriculum Activity Risk Assessment (CARA) guideline or for an activity for which no guideline exists. Queensland state school staff are encouraged to prepare CARAs on OneSchool.

Activity Description: This activity involves students using the kitchen facilities to prepare food in a safe and structured manner. A minimum of one adult is required to be present whilst kitchen activities are being conducted. This 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.

Teachers/Leaders: TEEC Supervising Teachers, Visiting Teachers and accompanying adults.

Class groups: Various
No. of students (approx): 60
Start date: 01/01/2017
Finish Date: 31/12/2017
Supervision ratio (approx): 1:15

Use this risk assessment matrix as a guide to assess the inherent risk level. Refer to the Risk Assessment Information Sheet for further details.

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Insignificant</td>
<td>2 Minor</td>
</tr>
<tr>
<td>2 Medium</td>
<td>3 Moderate</td>
</tr>
<tr>
<td>4 Major</td>
<td>5 Critical</td>
</tr>
<tr>
<td>5 Almost Certain</td>
<td>60</td>
</tr>
<tr>
<td>4 Likely</td>
<td>50</td>
</tr>
<tr>
<td>3 Possible</td>
<td>40</td>
</tr>
<tr>
<td>2 Unlikely</td>
<td>30</td>
</tr>
<tr>
<td>1 Rare</td>
<td>20</td>
</tr>
</tbody>
</table>

Indicate the assessed risk level and undertake the actions required for that level of risk.

<table>
<thead>
<tr>
<th>Inherent risk level</th>
<th>Action required/approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Low</td>
<td>Manage through regular planning processes.</td>
</tr>
<tr>
<td>☑ Medium</td>
<td>Document controls in planning documents and/or complete this Curriculum Activity Risk Assessment.</td>
</tr>
<tr>
<td></td>
<td>Consider obtaining parental/carer permission, and if activity held off-site, parental/carer permission is required.</td>
</tr>
<tr>
<td></td>
<td>Refer to School Excursions procedure for Variation to School Routine application.</td>
</tr>
<tr>
<td>☐ High</td>
<td>A Curriculum Activity Risk Assessment is required to be completed.</td>
</tr>
<tr>
<td></td>
<td>Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity.</td>
</tr>
<tr>
<td></td>
<td>Once approved, activity details are to be entered into the School Curriculum Activity Register.</td>
</tr>
<tr>
<td></td>
<td>Parental/carer permission is recommended, and if activity held off-site, parental/carer permission is required.</td>
</tr>
<tr>
<td>Inherent risk level</td>
<td>Action required/approval</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| Extreme             | ☑ Consider conducting an alternative activity.  
                        ☑ A Curriculum Activity Risk Assessment must be completed.  
                        ☑ Principal approval is required prior to conducting this activity.  
                        ☑ Parental permission must be obtained for student participation.  
                        ☑ Once approved, activity details are to be entered into the School Curriculum Activity Register. |

**Minimum supervision**

- Adequate adult supervision must be provided. A broad range of variables will affect your decision about what constitutes adequate supervision, for example:
  - nature of the activity conducted
  - number of students/size of groups, if more than one group
  - needs of students and their expected capabilities (i.e. experience, competence, fitness)
  - the leaders’ experience
  - planned duration of the activity
  - suitability and availability of equipment
  - environmental and weather conditions
  - difficulties/distance/condition of the venue/site of the activity (e.g. trails, vehicle tracks, roads)
  - remoteness of the activity
  - likelihood of leader becoming incapacitated or separated from participants.

- If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. Blue Card requirements must be adhered to.

**Please provide information on supervision:**

Adult familiar with supervising children and Standard Operating Procedures of TEEC kitchen. A registered teacher is always on site.

**Minimum activity-specific qualifications for supervisors**

Relevant qualifications will depend on the nature of the activity, but as a minimum you should consider:

- that there are sufficient adults with current First Aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel
- if operating more than one hour away from Emergency Services, current Remote Area First Aid
- depending on the nature of the activity, ‘competence’ may be sufficient for the activity leader rather than a formal qualification. A teacher/leader could demonstrate a reasonable level of competence by two or more of the following:
  - knowledge of the activity and the associated hazards and risks
  - experience (i.e. previous involvement) in undertaking the activity
  - demonstrated ability and/or expertise to undertake the activity
  - possession of qualifications related to the activity.

- if the activity is being conducted by external leaders, obtain a copy of relevant qualifications and risk management information.

**Please provide information on the leader's/supervisor's relevant qualifications or competence:**
Please provide information on the leader's/supervisor's relevant qualifications or competence:

For a registered teacher:
• Knowledge of food hygiene requirements, safety procedures and potential risk areas, AND
• Experience in food-handling procedures associated with this risk level and in supervising students in medium-risk cookery activities, AND
• Competence (demonstrated ability) in undertaking the activity and in the use of any equipment required for the activity, OR

For a leader other than a registered teacher,
• an adult with equivalent knowledge, experience and competence.

Minimum activity-specific equipment/facilities
Consider the equipment and facilities required for the activity. Depending on the nature of the activity, this may include:
• First Aid kit (including sufficient and suitable bandages, ice packs, etc as appropriate)
• communication equipment e.g. phone line at location, mobile phone, satellite phone, whistle/marine whistle, walkie talkie/UHF/VHF radio, PLB (personal locator beacon)
• drinking water (students should not share drinking containers)
• sun safety equipment if outdoors (hat, sunscreen, shirt, shade, etc)
• appropriate clothing (consider weather conditions if outdoors)
• injury management procedure (including head injuries where this is a possibility) in place
• suitable personal protective equipment
• all equipment and facilities should comply with relevant safety standards.

Please provide information on activity-specific equipment/facilities:
Properly equipped kitchen maintained by TEEC staff according to Food Safety Standards.
Appropriate signage is displayed.
Safe Work Procedures for preparation of meals are in place.
Appropriate storage and refrigeration for perishables are available for visiting groups.

Governing bodies/associations
• Guidelines/codes of practice are available for many activities. Refer to the relevant governing body/association, if one exists.
• If you are organising sporting competitions or events, refer to Queensland School Sport Unit.

Please provide information on governing bodies/associations, if relevant:


Activity-specific hazards/risks and suggested control measures
Consider the potential hazards and risks involved with this activity and control measures that will be implemented to minimise these risks. Depending on the nature of the activity, this may include:
• establish processes to maintain safe hygiene standards
• be prepared to deal with student injuries/accidents involving bodily fluids that are possible given the nature of the activity and students. Ensure familiarity with Management of Prescribed Contagious Conditions and Infection Control Guideline.

• provide instruction in rules, safety procedures, safe handling of equipment, and prerequisite skills before students commence the activity.

• follow progressive and sequential skills development.

• monitor student numbers and available space.

• provide complete safety instructions on the use of all equipment.

• if outdoors, adopt sun-safe strategies, e.g.: schedule activity early morning/late afternoon; shaded areas; hats, sun-smart clothing, sunscreen.

• check site for hazards and implement controls as necessary.

• check site for poisonous plants/dangerous animals.

• establish safe, designated areas for people and vehicles.

• refer to Chemical Hazards in the Curriculum guideline and related Guidance Notes if hazardous substances are being used.

• establish safety zones for use of equipment, if relevant.

• ensure electrical items are maintained as required, and visually inspected before use.

• if students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are available (insulin, Ventolin®, Epipen®, etc).

• refer to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents.

• where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.

• if the activity involves manual tasks, undertake a risk management process to prevent or minimise the risk of injuries.

• procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery.

• for sporting activities:
  o assess suitability of surface/playing field (loose items, debris, potholes/divots in ground, line markers, or other hazards) and dampness before and during activity, and that the surface is non-slip, even and firm.
  o modify activities to match the skill and fitness levels of students.
  o have appropriate warm-up and warm-down activities.
  o continually monitor students for signs of fatigue and exhaustion.
  o if spectacles need to be worn during sports activities/matches and training sessions, ensure that they have plastic frames and plastic lenses. A band should also hold the spectacles on securely.

• for outdoor activities:
  o assess weather conditions before and during activity (e.g. temperature, storms).
  o site activities away from buildings, pedestrians and other activities (as appropriate).
  o consider hazards associated with types of fencing materials, gates and other infrastructure (e.g. barbed wire, star pickets, electrified fencing, rough timber, uneven terrain) and the risk of students being injured by these materials and conditions.

Please provide information on hazards/risks and planned control measures:
Please provide information on hazards/risks and planned control measures:

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: https://tinarooeec.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Risk-management/rm-page2.pdf

Additional Control Measures:
- Burns/scalds: Students not to use microwaves or ZIP heater for boiling water.
- Infections/biological hazards: Students to wash hands in areas provided before, during and after preparation of food. All open cuts must be covered.
### Approval

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>☑</td>
<td>Approved as submitted</td>
</tr>
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<td></td>
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<td></td>
<td>Approved with the following conditions:</td>
</tr>
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<tr>
<td></td>
<td>Not approved for the following reasons:</td>
</tr>
</tbody>
</table>

By: Peter MacGregor  
Designation: Principal

Signed:  
Date: 23 Nov 16

Once approved, activity details should be entered into the *School Curriculum Activity Register* by administrative staff.

### Monitor and Review *(to be completed during and/or after the activity.)*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the control measures still effective?</td>
<td>☑</td>
<td></td>
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</table>

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Have there been any changes?</td>
<td></td>
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<p>| | |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Are further actions required?</td>
<td></td>
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</tbody>
</table>


### Useful activity-specific links

- *Chemical Hazards in the Curriculum* – Curriculum Activity Risk Assessment guideline  

- *Chemical Hazards Guidance Notes*  

- Developing a Sun Safety Strategy  

- First Aid  
  [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx)

- Hazards and Risks – Electrical  

- Health and Safety Incident Recording, Notification and Management  
• How to manage work health and safety risks – Code of Practice 2011

• Infection Control guidelines
  http://ppr.det.qld.gov.au/corp/hr/workplace/Procedure%20Attachments/Infection%20Control/guideline.doc

• Management of Prescribed Contagious Conditions

• Managing Risks in School Curriculum Activities

• Managing Risks with Chemicals in Department of Education, Training and Employment (DETE) Workplaces

• Queensland School Sport

• Recreational Diving, Recreational Technical Diving and Snorkelling – Code of Practice 2011

• Risk Assessment Information Sheet

• Safe Work Australia – Safety Data Sheets (SDS)

• Safety Data Sheets (SDS) and Labelling

• Safety in Recreational Water Activities Act 2011 (Qld)

• School Excursions

• Working with Children Check – Blue Cards

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