

# Tinaroo Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 26-Nov-2019			
Activity:	<b>Camping</b>		
Activity Scope:	This guideline relates to student participation in camping in a natural area for one or more nights as a curriculum activity.		
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:	<ul style="list-style-type: none"> <li>• Students camp in tents on designated tent banks at the Black Gully Campus (TEEC). There is access to transport, communication facilities, toilets, showers and kitchen facilities.</li> <li>or</li> <li>• Camping using Bivvy style accommodation at designated sites with access to communication and limited facilities: ie: access to transport and amenities.</li> </ul>		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Lightweight camping; base camping; residential camping		
Start Date:	Wednesday, 01 January, 2020	End Date:	Thursday, 31 December, 2020
On School Grounds:	Yes	Is parental permission required for this activity?	No

### Mandatory/Special Requirements

<p>Age, size, ability and maturity of students must be considered when determining suitability to undertake physical activities.</p> <p>Refer to <a href="#">Queensland Adventure Activity Standards</a> and the <a href="#">Rural Fire Service</a> when planning this activity.</p> <p>Depending on the scope of this activity, other risk assessments may be required. Refer to other <a href="#">Outdoor recreation</a> and <a href="#">Sport</a> activity guidelines as appropriate.</p> <p>Refer to the <a href="#">Food handling</a> and <a href="#">Cooking and maintaining a safe kitchen</a> activity guidelines as appropriate.</p> <p>Adhere to <a href="#">Guidelines for Managing Risks in Recreational Water</a> if applicable.</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 Camping.	

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### Risk Management Details

Supervision Requirements	
Designated group roles (e.g. leader, first aid officer).	<input checked="" type="checkbox"/>
A management plan for the administering of prescription medications (e.g. asthma puffer) to students.	<input type="checkbox"/>
Leaders who are familiar with the intended program and emergency procedures to be used.	<input type="checkbox"/>
Adult supervision in place to oversee student groups. Extra vigilance in supervision is recommended during unstructured free time as there is an elevated likelihood of incidents.	<input type="checkbox"/>
Consult the Planning Considerations section as outlined in the <a href="#">CARA generic template</a> .	<input type="checkbox"/>

Qualification Requirements	
Supervisors should have demonstrated skills and currency that meet leadership, group management, technical capacities and safety requirements (including current familiarity with the environment, map coverage of the area and emergency procedures) of the specific circumstances being addressed.	<input checked="" type="checkbox"/>
<b>Residential camping</b>	
A registered teacher with competence (knowledge and skills) in camping activities.	<input checked="" type="checkbox"/>
<b>Lightweight or Base camping</b>	
A registered teacher with competence (knowledge and skills) in lightweight or base camping.	<input type="checkbox"/>
OR	
An adult with Certificate III in Sport, Outdoor or Community Recreation with specialisations in appropriate activities, working under established safety procedures and the direct supervision of a registered teacher.	<input type="checkbox"/>
OR	
A registered teacher or other adult (working under established safety procedures and the direct supervision of a registered teacher) with a statement of attainment or qualification from a Registered Training Organisation (RTO) including the following field operations units of competence or equivalent: <ul style="list-style-type: none"> <li>SROOPS006B/SISOOPS202A Use and maintain a temporary or overnight site;</li> <li>SROOPS001B/SISOOPS201A Minimise environmental impact;</li> <li>SROOPS004B/SISOOPS306A Interpret weather conditions in the field; and</li> <li>PUAOPE002A/PUAOPE002B Operate communications systems and equipment.</li> </ul>	<input checked="" type="checkbox"/>

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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 Certificates of Attainment.

### Equipment/Facility Requirements

Permission and/or relevant permits from landowners and land-management agencies to enter their property. Adhere to the requirements of permits.	<input checked="" type="checkbox"/>
An emergency management plan, including responsibilities of leaders and participants to mitigate possible risks.	<input checked="" type="checkbox"/>
The appointed first aid officer should have: <ul style="list-style-type: none"> <li>• a first aid kit suitable for the activity and the experience to use it effectively;</li> <li>• a medical alert list collated from information on medical consent forms before departure and to be carried at all times;</li> <li>• a first aid register, accident and illness reports;</li> <li>• procedures for administering student medication; and</li> <li>• a communication procedure for external assistance if required.</li> </ul>	<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"/>
Waterproof containers for all electronic and other equipment that can be damaged by water.	<input checked="" type="checkbox"/>
Personal equipment for all participants including (but not limited to): <ul style="list-style-type: none"> <li>• individual drinking containers with each student carrying 2 – 3 litres of water for each day;</li> <li>• personal food supplies for self-catered camping, including emergency rations for 24 hours more than the planned duration of the camp;</li> <li>• protective clothing (long-sleeved shirt and pants for all weather extremes, wind and rain jacket, suitable shoes and suitable footwear for swimming in creeks, if appropriate);</li> <li>• insect repellent, sunscreen and personal hygiene items as necessary;</li> <li>• toileting equipment (if applicable); and</li> <li>• a plastic (or reusable) bag for rubbish.</li> <li>• compass and map and the skills to use them;</li> <li>• waterproof matches/BBQ lighter;</li> <li>• suitable sleeping bag/linen, as required; and</li> <li>• suitable torch and spare batteries.</li> </ul>	<input checked="" type="checkbox"/>
General camping equipment, safety gear, route card etc. is provided by TEEC. All other personal gear is provided by students.	

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<b>Hazards and Control Measures</b>	
<b>Biological material</b>	
Brief all participants about the nature and purpose of the activity, potential hazards (e.g. thorned flora, steep slopes, wild pigs) and appropriate safety procedures, including those of the first aid officer.	<input checked="" type="checkbox"/>
Brief all participants on basic first aid procedures for biological hazards they may encounter (e.g. ticks, leeches).	<input checked="" type="checkbox"/>
Brief all participants on appropriate toileting procedures for the duration of the camp.	<input checked="" type="checkbox"/>
Brief all participants about hygienic preparation and serving of food.	<input checked="" type="checkbox"/>
<b>Environmental conditions</b>	
Assess the <a href="#">weather conditions</a> and the conditions of the terrain before the camp, identify potential dangers (e.g. fire or flash flooding susceptibility, extreme temperatures and potential flying items during strong winds and thunderstorms) and develop suitable emergency procedures.	<input checked="" type="checkbox"/>
Plan and ensure all supervisors and students are prepared for a range of emergencies (e.g. a lost member of a group, medical emergency, equipment failure, storm etc.).	<input checked="" type="checkbox"/>
Constantly monitor surroundings for weather, terrain and wildlife hazards over the duration of the camp.	<input checked="" type="checkbox"/>
Adjust and enact emergency procedures accordingly to prevent catastrophic consequences.	<input checked="" type="checkbox"/>
Ensure food preparation, shelter and sanitation areas are positioned to avoid any potential physical and health hazards.	<input checked="" type="checkbox"/>
Ensure that minimal environmental impact message is conveyed (e.g waste disposal, trampling vegetation).	<input checked="" type="checkbox"/>
<b>Equipment</b>	
Ensure all equipment is well maintained.	<input checked="" type="checkbox"/>
Ensure students are aware of the location of emergency and first-aid equipment.	<input checked="" type="checkbox"/>
Consider any recovery/rescue equipment that may be necessary depending on the location (e.g. EPIRB, satellite emergency notification device, flares).	<input checked="" type="checkbox"/>
Ensure suitable communication is available and in working order consider mobile phone network access, battery and waterproof casing.	<input checked="" type="checkbox"/>
Carry electronic and other equipment that can be damaged by water in water resistant containers.	<input checked="" type="checkbox"/>
Ensure torches are used at night when moving around site.	<input checked="" type="checkbox"/>

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Brief all participants on the safety aspects of cooking methods and equipment used.	<input checked="" type="checkbox"/>
Brief all participants about cleaning the food preparation, storage and serving equipment.	<input checked="" type="checkbox"/>
<b>Extreme temperature sources</b>	
Ensure any open flames (e.g. campfires) are <a href="#">positioned, built, monitored and extinguished</a> appropriately.	<input checked="" type="checkbox"/>
Utilise cooking methods (e.g. closed kitchen, barbecue, camping stove, open fire) that are appropriate for the health, maturity, fitness, suitability and competency of participants.	<input checked="" type="checkbox"/>
<b>Student considerations</b>	
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"/>
Brief all participants on the procedure to be followed should a participant become separated or lost from the camp.	<input checked="" type="checkbox"/>
Ensure students are appropriately supervised during unstructured free time.	<input checked="" type="checkbox"/>
Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures.	

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Crosby	Bret	Staff Member	N/A
Dilger	Darryl	Staff Member	N/A
Fulford	Hal	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.

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.