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| **Archery** | | | | |
| **Notes:**   * **Where a** [**CARA guideline**](https://education.qld.gov.au/curriculum/school-curriculum/CARA) **exists** and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety. | | | | |
| **Activity scope** | | | This guideline relates to student participation in target archery as an activity to support curriculum delivery.  Note: In this activity context, archery equipment is not being used as a weapon and is not classified as a firearm under the [*Weapons Act 1990 (Qld)*](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1990-071).  Note: This activity does **not** include field archery.  For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.  For activities conducted off-site, schools must comply with the [school excursions and international school study tours procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure). | |
|  | | | | |
| **Inherent**[[1]](#footnote-1) **risk level** | | | | **Action required** |
|  | **Low** | Little chance of incident or injury | | * Document the activity within the three levels of planning. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | | * Document the activity within the three levels of planning. * A OneSchool CARA record may also be required in accordance with school-based decisions. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | | * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (highly recommended). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | | * An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (mandatory). |

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| **Activity Requirements** | If any requirement cannot be met, the activity must not occur.  If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement alternative control measures to meet or exceed the minimum safety standard.  Crossbows are prohibited in Queensland state schools |
| **Planning Considerations** | |
| *Incorporate the following factors when planning risk management strategies for this activity.* | |
| **Students** | Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.  Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. |
| **Emergency and First-Aid** | Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. punctures, forearm welts from the bow string).  Adult supervisors must have:   * emergency contact details of all participants * a medical alert list and a process for administering student medication * communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.   Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment). Consult the [Archery Australia safety guidelines (PDF, 248KB)](http://assets.imgstg.com/assets/console/document/documents/1018.pdf) for support in determining appropriate safety procedures.  Access is required to [first aid equipment (DOCX, 479KB)](https://education.qld.gov.au/initiativesstrategies/Documents/first-aid-kits-facilities.docx) and consumables suitable for foreseeable incidents.  An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:   * [HLTAID009—provide cardiopulmonary resuscitation (CPR)](https://training.gov.au/Training/Details/HLTAID009) or equivalent * [HLTAID011—provide first aid](https://training.gov.au/Training/Details/HLTAID011) or [SISSS00118—sports trainer level 1](https://training.gov.au/Training/Details/SISSS00118) or equivalent. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures, safety procedures and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.  Instruction is required for students on safety procedures and correct techniques including safe shooting and retrieval protocols (e.g. use of whistle signals, handling arrows). Consult the [Archery Australia safety guidelines (PDF, 248KB)](http://assets.imgstg.com/assets/console/document/documents/1018.pdf) or [SQAS risk register](http://archerysqas.org.au/sqas-info/policies/) for support. |
| **Consent** | [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site and strongly recommended for **high risk** activities conducted on-site |
|  | |
| **Supervision** | Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).  For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students’ medical condition or disability on safety during the activity.  The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must assess weather conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.   During the activity, all adult supervisors:   * must be readily identifiable * must closely monitor students with health support needs * must comply with control measures from the CARA record and adapt as hazards arise * must closely supervise the approach/launch, the shooting line and range area at all times * must suspend the activity if the conditions become unfavourable (e.g. extreme temperatures, thunderstorms) |
| **Supervisor Qualifications** | Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.  All adult supervisors must comply with the [working with children authority—blue cards procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) and be able to identify, and respond to, risks or hazards that may emerge during the activity.  A registered teacher **must** be appointed to maintain overall responsibility for the activity.  At least one adult supervisor is required to be:  **High risk level**:   * A registered teacher with qualifications in HPE (or equivalent demonstrated capability) and with competence (knowledge and skills) in teaching archery or * An adult supervisor, working under the direct supervision of a registered teacher, with current [level 1 archery instructor accreditation](https://archery.org.au/coaching-accreditation-transfer/) from Archery Australia |
| **Facilities and Equipment** | The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.  Location must be suitable for the activity being undertaken, including sufficient space to ensure safe participation and that safety rules and procedures can be followed.  Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers) appropriate to the activity (e.g. enclosed footwear, firmly-fitting clothes that won’t become entangled, finger tabs/shooting gloves, chest protectors and armguards). It is recommended armguards extend above the elbow.  Equipment must be sized to match the ability and strength of students including type of bow, bows strung to their recommended string lengths and arrows fitted with target arrow heads.  Consider using a whistle for command signalling.  Equipment hygiene must be maintained (e.g. using paper towels and antiseptic spray or antiseptic wipes).  Targets must have butts that will stop arrows and be set up with parallel flight paths and easily visible faces.  Consult the [Archery Australia safety guidelines (PDF, 248KB)](http://assets.imgstg.com/assets/console/document/documents/1018.pdf) for support in determining safety of facilities and equipment |

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| **Who will be leading the activity?** | | |
| **Staff/Other Participants** | | |
| **Family Name** | **Given Name** | **Type** |
| Roberts | Zach | Teacher |
| Kleinschmidt | Rod | Teacher |
| Hodgson | Kevin | Teacher |
| Cinelli | Alex | Teacher |
| Nash | Liz | Teacher |

Risk Management Matrix – Archery

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *Tripping while collecting arrows* | Injury requiring 1st aid  *E.g. bruising caused by bow string* | Serious injury requiring ambulance assistance  *E.g. Severe side, shoulder or back sprain* | Injury requiring hospitalisation  *E.g. Eye/facial damage removing arrows from the target* | Death or life-threatening injuries  *E.g. Major injuries caused by being Impaled by an arrow* |
|  | Equipment | Replacement – no disruption to activity  *E.g. Warn arrow rest* | Small disruption to activity  *E.g. Broken string* | Unable to proceed  *E.g. Incorrectly sized bows* | Major disruption closing part of the course  *E.g. broken target stand* | Major disruption closing the whole activity.  *E.g. Erosion of mound behind the targets* |
|  | Environment | Change of daily temperature  *E.g. Afternoon activity* | Short term influence  *E.g. Gusty and showers winds* | Minor long-term damage  *E.g. Soil compaction* | Extensive Environmental damage  *E.g. Drought and limited water source to support grass and trees* | Widespread damage  *E.g. Cyclonic damage* |
|  |  | **Insignificant** | **Minor** | **Moderate** | **Major** | **Catastrophic** |
|  | **Risk Matrix** | **1** | **2** | **3** | **4** | **5** |
| Almost Certain | **5** | medium | High | High | Extreme | Extreme |
| Likely | **4** | Low | medium | High | High | Extreme |
| Possible | **3** | Low | medium | medium | High | Extreme |
| Unlikely | **2** | Low | medium | medium | High | High |
| Rare | **1** | Low | Low | medium | medium | High |

**Kinchant Outdoor Education Centre**

**Risk Analysis and Management System**

**Activity/Situation:** Archery **Last Updated:** 01/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Emotional trauma  Exacerbating previous medical conditions  Hair/clothing entanglement  Head Injuries  Projectile inflected injury  Loss of self esteem  Reduced involvement | Injury to self and others  Person tripping over equipment  Equipment loss and damage  Non-mowed area behind the targets  Bruising and sting/friction burn to the arm | Exposure to adverse weather (heat, rain and wind (blowing targets and arrow direction)  Insects  Bites and stings  Infections  Sunburn  Dehydration  Exhaustion |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **People** | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Movement  Collision with;   * another group member 2,3 Medium * target 3,3 Medium   Tripping while fetching arrows 2,3 Medium  Slipping while moving on the mound. 2,1 Medium  Passing human traffic 2,3 Medium | 2 | 3 | Medium | * Clearly define areas of movement * Groups of a maximum of 9 firing at any one time * Area cordoned off to alleviate the movement of spectators and participants in neighbouring activities * Closely monitor all movement * “Walk Only” restrictions * Signs indicating “Archery in Progress” facing towards the road * Implement a safe shooting procedure * No access without direct supervision | 2 | 1 | Low |
| Inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 4,3 High  Students' poor cognitive ability. 4,3 High  Inattentive 3,3 Medium  Disobedience 3,3 Medium  Unfocused 3,3 Medium  Children’s attitude 3,3 Medium  (Over-confidence, fool hardy) | 3 | 3 | Medium | * Set clear behaviour expectations. * Implement behaviour management strategies. * Ensure a supportive learning environment. * Ensure realistic personal goal setting, include real choice in terms of entry and exit options. * Establish a positive rapport. * Establish effective communication pathways between staff and participants. * Share common expectations with regard to participant performance, equipment use etc. * Reinforce the rule that participants who demonstrate or threaten to behave in a manner which has the potential to physically, emotionally or psychologically injure themselves or another may not participate in the session. * Do not allow archers to be distracted by others * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. * Reinforce safety procedures and shooting/ gathering of arrows sequencing throughout the activity * Set up group waiting area yellow witches hat markers, red witches quivers and red firing hoops * Archers in the red firing hoops - ALWAYS POINT THE BOW (LOADED OR NOT LOADED) AT THE TARGET, * After firing allotted arrows, the firer places to bow on the ground and retreats to the yellow safety markers * When the entire group has fired their arrows and retreated to the yellow safety markers, the arrows may be collected * Use whistle signals to emphases firing/gathering sequence | 3 | 2 | Medium |
| Medical problems.  Pre-existing medical conditions 3,3 Medium  Fatigue & Exhaustion 3,3 Medium  Climber’s excessive weight 3,3 Medium Physical health & fitness 3,3 Medium Excessive weight impact on spotters 3,3 Medium  Loose clothing/jewellery/hair. 3,2 Medium  Emotional distress (anxiety, peer pressure) 3,3 Medium  Physical Danger  Hit by an arrow (directly or ricochet) 4,3 High  Accidental impalement 3,4 High  Bruise caused by bow string 2,4 Medium  Finger soreness 2,3 Medium  Injuring other when drawing arrow 4,3 High  from the target  Back, side arm strain pulling the bow string 3,3 Medium | 3  4 | 3  3 | Medium  High | * Provide physical aids appropriate to the needs of the participants. * Vigilant supervision. * Session to be appropriate/modified to medical needs. * Secure long hair appropriately. * Participants are to use their own cups or water bottles. * Detailed medical history for all participants to be held by Admin. * Leader to be familiar with and understand medical synopsis. * Ensure the individual's medication is carried/available. * Emergency equipment immediately available * Gloves and resuscitation mask to be available. * Introduce and reinforce personal position and movement throughout the activity * Implement safe shooting procedure * Compulsory use of arm guards and finger stalls readily available * Review participant strength and maturity as appropriate to specific bow strength/poundage * Explain and demonstrate the method of arrow removal from the ground and from targets * Introduce the role of “Target Captains” as the only persons to remove arrows from the target * Hose fitted to target frame to reduce ricochet impact | 3 | 2 | Medium |
| Staff Competencies  Insufficient supervisors. 3,2 Medium  Poor group control. 4,3 High  Poor instruction skills. 4,3 High  Lack of equipment knowledge. 3,3 Medium  Leader inexperience 4,2 High | 4 | 3 | High | * Staff trained in emergency procedures * Assess suitability of activity in consultation with Admin. Staff, and the student if required. * Assessing participants’ ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Clear briefing and appropriate sequencing. Review KOEC SOP. * Consider working groups appropriate to size groupings. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Proven and demonstrated leader competence. | 2 | 2 | Medium |

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| Equipment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Equipment failure    Field Set-up  Misplaced markers 3,2 Medium  Missing firing hoops 2,2 Medium  Patchy line-marking 4,2 High  Misplaced quivers 2,2 Medium  Boundary clearance 2,2 Medium    Bows  Loose arrow rests 3,2 Medium  Frayed strings 4,2 High  Loose secured ends 4,3 High  Rough stocks 4,2 High  Loosely secured limbs 4,2 High  Missing nock locators 2,3 Low  Left handers use appropriate bow 3,3 Medium    Arrows  Missing fletches 4,1 Medium  Broken shaft 4,1 Medium  Missing nock 4,2 High  Arm Guards  Incorrect size 2,2 Medium  Ill-fitted 2,2 Medium  Incorrectly fitted 2,2 Medium  Targets  Unstable rests/stands 3,2 Medium  Perished hose protection 3,3 Medium  Loose coil wrapping 2,2 Medium | 4 | 2 | High | * Assessment of participant ability to use equipment. * Briefing including an awareness of the hazards. * Briefing on correct use and awareness of consequences of incorrect use of equipment * Ensure participants shoot from the same single shooting line. * Regular inspection and maintenance of all equipment. * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment * Regularly check line markings * Replace arrows when showing signs of wear * Replace worn arrow rests * Use wax on string * Ensure two nocking locators are correctly positioned on the string * Ensure vigilance of the course to prevent access when not under supervision. * Retire worn and unusable gear. * Staff ability to recognise worn or faulty equipment. * Use gear according to manufacturer’s specifications. * Vigilant supervision of firers and waiting group. * Visual inspection of equipment during session for damage, stability. * Visual inspection of all equipment prior to session for damage, stability. * Check PPE for damage * Check correct fitting of armguards * Regularly inspect the conditions of armguards * Ensure target stands are in good condition and placed at the correct distance from the firing hoops * Replace and retie cable ties securing hose to the metal exposes sections of the target stand * On windy days ensure targets are securely attached to the stands. | 3 | 2 | Medium |
| Equipment management  Inappropriate attire. 3,2 Medium  Incorrect use of equipment 3,2 Medium  Accidents using equipment 4,3 High | 4 | 2 | High | * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * Leader competence in use of equipment. * Briefing to avoid damage to environment & equipment. * Ensure understanding of rotation and responsibilities of correct safety procedures * Monitor and enforce correct handling of arrows | 3 | 2 | Medium |
| Equipment security  Equipment loss. 2,1 Low  Security of system elements. 4,3 High  (unsupervised usage) | 4 | 3 | High | * Leader to account for all equipment at the end of the session. * Course to be set up for each group. * Correctly storing and maintaining gear. * Ensure street lights illuminate are in the evening * Arrows collected after each session * Bows de-strung and locked away in shed each evening * Markers and hoops stored in locked shed at the conclusion of each program * Targets stored in shed at the conclusion of each program | 2 | 1 | Medium |

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| Environment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Environmental danger  Exposure to Environment 3,2 Medium  (Hyperthermia, Dehydration, Sunburn)  Insects, ants and wasps 3,2 Medium  Damage to the equipment 3,2 Medium | 3 | 3 | Medium | * Adequate briefing and sequencing. * Animals/insects sprayed/removed. * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (long grass, ants, and wasp nests). * Ensure equipment is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays) * Equipment not left out in the open for extended time. * General grass maintenance * Use equipment only under a certified leader’s supervision. * Vigilant supervision. * Visual check of course prior to use. | 2 | 1 | Low |
| Weather conditions  Weather extremes 5,1 High  (Cyclone, lightning, high winds)  Moderate weather conditions 3,3 Medium  (gusty winds & rain)  Equipment damage (sun, rain & dirt) 3,2 Medium  Heat.  Limited visibility (rain, sun). 3,2 Medium Strong winds. 3,2 Medium  Sun and adverse weather conditions. 3,3 Medium | 4 | 4 | High | * Course inspection after severe weather event (cyclone) * Select another activity if the weather is too bad. * Leader competence – knowledge of local weather patterns and ongoing monitoring, first aid. * Exit the course if the weather becomes unsuitable. * Archery should not be used during electrical storms. * Encourage participants to drink water, ensure participants have water bottles and opportunities to drink. * Suitable medication, first aid readily accessible. * Implement sun safe strategies. * Modify activity/task to suit weather conditions or abort. * Students not firing to be seated under the shelter | 2 | 2 | Medium |
| Environmental Footprint  Human impact. 4,2 High  Repetitive injuries (shoulder/arm strains). 3,3 Medium  Disturbance of flora and fauna 3.3 Medium | 3 | 3 | High | * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Participants’ medical history assessed. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths provided or the verge of the road. * Modify course access to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the use of the course. | 2 | 2 | Medium |
| Biological material  bodily fluids (sweat, saliva, blood) 3,2 Medium | 3 | 2 | Medium | * Follow appropriate cleaning and hygiene management practices * Manage bodily substances before, during and after activity. | 2 | 2 | Medium |

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| **EMERGENCY** | General:  (a) First Aid kits.  (b) Instructors skilled at group management and medical situations.  (c) Qualified First Aid person on hand.  (d) Two-way radio network for immediate assistance.  Leader effecting emergency procedure  In responding to a participant in need of assistance the Leader must:  (a) Identify the student in difficulty.  (b) Communicate with the participant if possible.  (c) Brief other staff and students if required.  (d) Assist the participant in an effective and appropriate way. |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Education Queensland CARAs * Australian Adventure Activity Standards |
| **POLICIES AND GUIDELINES RECOMMENDED** | * EQ Workplace Health, Safety and Wellbeing - First Aid * EQ Health/ safety / management - Health & Safety recording and notification * EQ CARAS - Curriculum Activity Risk Management * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Refer Centre specific “Standard Operational Procedures” * Maximum group size of 20 (recommended 16) with one registered teacher in control of the group |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications - HLTAID009—provide cardiopulmonary resuscitation (CPR) or equivalent; HLTAID011—provide first aid; or SISSS00118—sports trainer level 1 or equivalent. * A registered teacher with qualifications in HPE (or equivalent demonstrated capability) and with competence (knowledge and skills) in teaching archery or An adult supervisor, working under the direct supervision of a registered teacher, with current level 1 archery instructor accreditation from Archery Australia * Or a registered teacher with demonstrated ability in teaching archery (Certified by the visiting school principal and KOEC Principal) * Group control and management in an outdoor setting. * Proficient in usage of equipment. * Good interpersonal communication skills. * Effective processing skills. * Competence (demonstrated ability to undertake the activity) in recognised identify safety potential during course session. * Competence (demonstrated ability to undertake the activity) to facilitate the program focus * Competence (demonstrated ability to undertake the activity) as an instructor. |
| **FINAL DECISION ON IMPLEMENTING ACTIVITY** | Choose one |
| Accept √ Reject  After consideration of the probability of the risk occurring, how often the participants are exposed to the hazards associated with the risks and the possible consequences, all of the above risks are unacceptable and hence control/management strategies will be implemented. |

**Approval Details**

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| --- | --- |
| Submitted by: | |
| Name: Zach Roberts | Position: Principal |
| Email: zrobe47@eq.edu.au | |
| Signed: | Date: 01/02/2022 |

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| --- | --- | --- |
| Approval *(only required for high or extreme risk activities)* | | |
|  | Approved as submitted | |
|  | Approved with the following conditions: | |
|  | Not approved for the following reasons: | |
| Visiting staff approved to facilitate activity: | | |
| Signed (visiting school principal): | | Date: |

1. *The inherent risk level is determined before any control measures are put in place. Refer to the* [CARA planner](https://education.qld.gov.au/curriculum/school-curriculum/CARA). [↑](#footnote-ref-1)