|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wet Team Challenge** | | | | |
| This document covers Wet Team Challenge Activities run both at the KOEC centre and on the banks of off-site dams.  **Refer to the Swimming CARA – KOEC RAM if conducting the activity off-site at the Dam and when participants are moving into the** **water.** | | | | |
| **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 swimming and water activities (e.g. [water safety and swimming education program](https://education.qld.gov.au/curriculum/stages-of-schooling/water-safety-and-swimming)) as an activity to support curriculum delivery in a location other than a swimming pool. Such locations include clear, shallow, calm and confined swimming areas at natural venues (e.g. dams and non-surf beaches), clear, deep and/or flowing swimming areas (e.g. lakes, rivers, deep non-surf beaches and dams), bodies of water exposed to currents, strong winds, large waves and/or access to open waters (e.g. beaches exposed to rip and swell conditions, and lakes or rivers exposed to currents).  For swimming activities in pools, use the CARA guideline for [swimming in pools](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/swimming-in-pools).  Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. swimming in locations other than pools while [camping](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/camping)) must comply with the requirements of all CARA guidelines appropriate to the activity.  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).  For activities conducted as part of representative school sport programs, schools should consult with [Queensland School Sport](https://queenslandschoolsport.education.qld.gov.au/). | |
|  | | | | |
| **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). |

|  |  |
| --- | --- |
| **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.  Prior consultation is required with local authority (e.g. lifeguard service, [marine park managers](https://www.qld.gov.au/environment/coasts-waterways/marine-parks/permits)) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.  Confirmation of student water safety and swimming competence is required prior to participation. The process is determined by the school and must consider the specific aquatic environments in which the activity will take place. Consult the sequence of competency [water safety and swimming education program](https://learningplace.eq.edu.au/cx/resources/items/02e2b3b1-2180-4e35-8480-e49f6a44bb44/11/viewIMS.jsp) for support in determining age-appropriate suitability and consider student self-rescue skills in the specific aquatic environment.  Open wound management must occur before, during and after the activity. Consult [infection control guidelines (PDF, 946KB)](https://education.qld.gov.au/initiativesstrategies/Documents/infection-control-guidline.pdf) and Queensland Health’s [exclusion periods for infectious conditions poster (PDF, 1.6MB)](https://www.health.qld.gov.au/__data/assets/pdf_file/0022/426820/timeout_poster.pdf) for first aid and hygienic practices. |
| **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. Consult the sequence of competency found in the [water safety and swimming education program](https://education.qld.gov.au/curriculum/stages-of-schooling/water-safety-and-swimming) for guidance at each year/band level. 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, such as [epilepsy](https://www.epilepsyqueensland.com.au/about-epilepsy-epilepsy-queensland/seizure-first-aid/first-aid-for-seizures-in-water)) 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. rescue process, provision of CPR and [first aid](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards)) and incorporate the advice from local authorities.  Adult supervisors must have:   * emergency contact details of all participants * a medical alert list and a process for administering student medication * communication equipment in waterproof containers 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. water entry, out of bounds areas) and incorporate advice from local authorities, [Beachsafe](https://beachsafe.org.au/about) and/or [Inland Waterways](https://www.royallifesaving.com.au/stay-safe-active/locations/inland-waterways) as appropriate.  Access is requiried to buoyant and rescue aids appropriate to the location. For example, light-weight poles/water noodles/ropes with a float attached for shallow, calm swimming areas or a rescue tube/board for bodies of water exposed to rips, waves or currents.  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](https://training.gov.au/Training/Details/HLTAID009) Provide cardiopulmonary resuscitation (CPR) or equivalent; and * [HLTAID011](https://training.gov.au/Training/Details/HLTAID011) Provide first aid or equivalent competencies. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. hand up for assistance, rescue process), safety procedures (e.g. active supervision, whistle signals) 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 (e.g. buddy up, water entry). |
| **Consent** | [Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site. |
|  | |
| **Supervision** | Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).  Note: Lifeguard services are not considered as supervisors of the activity  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.  Specific roles for supervisors must include recovery, emergency and general supervision roles.  At least 2 adult supervisors are required. Final supervision required to fulfil recovery, emergency and supervision roles must consider the nature of the activity, students’ ages, swimming competence and specialised learning, access and/or health needs.  For activities with a class group of students in years 7–12 who are determined to be water-safe in the activity location (e.g. [surf survival certificate](https://lifesaving.com.au/courses-and-programs/community-programs/surf-survival-certificate)), 1 registered teacher may be sufficient to fulfil recovery, emergency and supervision roles for activities. In this situation, students must be inducted to respond correctly in an emergency by clearing the water, assembling in a safe area and providing assistance (e.g. seeking adult help, summoning an ambulance and/or acting in a support role in resuscitation).  Participants must adhere to all rules and advice communicated by local lifeguard service, facility operator/owner and any safety signage at the facility/location.  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must assess [weather conditions](http://www.bom.gov.au/) 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 be appropriately dressed to perform an immediate rescue at all times * must closely monitor students with health support needs * must ensure all students in the water are in sight of at least 1 adult supervisor at all times * must comply with control measures from the CARA record and adapt as hazards arise * must suspend the activity if the conditions become unfavourable (e.g. overcrowding, extreme temperatures, thunderstorms), if relevant * must not allow competitive breath-holding or 'no-breath' underwater games * must not rely on students to recover a person in difficulty at any time. |
| **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 have a current water safety and swimming teacher qualification from a registered training organisation (RTO) or governing sporting body (e.g. [AUSTSWIM](https://austswim.com.au/Training/AUSTSWIMCourses.aspx)) and demonstrate capacity to perform an appropriate rescue procedure including using appropriate rescue aids.  At least 1 adult supervisor is required to be:   * a registered teacher with demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include:   + qualifications in physical education or similar; or   + a current statement of attainment from a registered training organisation (RTO) or governing sporting body covering [SISCAQU002 – Perform basic water rescues](https://training.gov.au/Training/Details/SISCAQU002) unit of competency; or   + current bronze medallion appropriate to the activity environment; or   + another method determined by the principal. * an adult supervisor, working under the direct supervision of a registered teacher, with a current bronze medallion appropriate to the activity environment. |
| **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 to ensure safe participation and that safety rules and procedures can be followed. Undertake a reconnaissance of new or infrequently used venues to ascertain suitability. Check with the local authority (e.g. local government) for the presence of known water contaminants (e.g. effluent, blue-green algae) or other marine hazards (e.g. stonefish) at the location.  A clearly defined swimming area of an appropriate depth considering student age and ability. Consult the [water safety and swimming education program](https://learningplace.eq.edu.au/cx/resources/items/02e2b3b1-2180-4e35-8480-e49f6a44bb44/9/viewIMS.jsp) for guidance at each year/band level. Depending on the location, rope floats or anchored buoys linked with ropes should be used to define the swimming boundary.  Assess suitability of surrounds and reach of water when selecting a location. Consider local water conditions and foreseeable hazards such as;   * tidal flow, currents and turbulence * use by other watercraft and traffic patterns * water temperature, depth and visibility * underwater hazards (e.g. rocks and rapids, turbulence from a waterfall) * dangerous marine life.   Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/resources) as relevant for the location and conditions (e.g. enclosed footwear).  A working emergency signal (e.g. whistle, air horn) must be available.  In open water, a pontoon, boat or float must be in close proximity to students.  Follow the [school’s sun safety strategy](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/sun-safety-strategies), including appropriate swimwear (e.g. swim shirts), sun protection (e.g. sunscreen) and shade facilities when outside.  Each student must provide their own towel.  If privately owned equipment is being used, principal approval and owner consent/insurance details must be obtained prior to the activity. |

|  |  |  |
| --- | --- | --- |
|  | | |
| **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 – Wet Team Challenge

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *mouth full of dam water* | Injury requiring 1st aid  *E.g. bruising or abrasion* | Serious injury requiring ambulance assistance  *E.g. broken limb* | Injury requiring hospitalisation  *E.g. water inhalation* | Death or life threatening injuries  *E.g. drowning* |
|  | Equipment | Replacement – no disruption to activity  *E.g. tangled / twisted life jacket* | Small disruption to activity  *E.g. damage life jacket* | Unable to proceed  *E.g. in-sufficient supply of life jackets* | Major disruption closing part of the dam  *E.g. skiing competition* | Major disruption closing the whole activity.  *E.g. Vehicle mishap at the Centre* |
|  | Environment | Change of daily temperature  *E.g. Afternoon activity* | Short term influence  *E.g. Gusty and showers winds* | Minor long term damage  *E.g. Sunwater alerts* | Extensive Environmental damage  *E.g. Drought and limited water source* | 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:** Wet Team Challenge **Last Updated:** 02/02/2022

|  |  |  |  |
| --- | --- | --- | --- |
| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Emotional trauma  Exacerbating previous medical conditions  Hair/clothing entanglement  Head Injuries  Unconsciousness  Death  Loss of self esteem  Reduced involvement  Children’s attitude (apprehensive, over-confident, pushy)  Biological hazards / Bodily fluids | Injury to self and others  Persons running into another  Slipping on the ground  Equipment loss and damage  Equipment breakage  Accidents caused by gear (tripping, slipping)  Passing traffic (student groups)  Group awareness and member attributes (shy, quiet, doctorial, over whelming)  Instructor knowledge of group and activity outcomes  Collision with other Dam users | Exposure to adverse weather  Insects  Bites and stings (snake, spiders, wasps)  Infections  Sunburn  Dehydration  Exhaustion  Climatic conditions making equipment slippery  Fallen debris (branches, sticks)  Animal impact (wallaby droppings)  Hypothermia |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 although still potential to be a high risk activity. | Consequences | Likelihood | Rating |
| Movement –  Collision with:  Others 4,3 High  General camp community 3,2 Medium  Manual handling 3,2 Medium  Sharp objects 3,2, Medium  Off-site at the Dam, collision with  Other craft 3,3 Medium  Other KOEC activity group 3 3 Medium  Other Dam users 4,3 High | 4 | 3 | High | * Use of Markers to clearly define areas of movement * Closely monitor all movement * Area cordoned off to alleviate the movement of spectators and participants in neighbouring activities * Closely monitor all movement on each activity * Communication avenues are open and appropriate suggestions are shared * Let the teams “brainstorm” ideas and strategies to play the game or complete the task. * Group given a clear aim of the activity through clear instruction or “situation story” * Each team member is aware of individual roles and personal responsibilities * All group members are aware of “Restrictions” prior to commencement of specific activity i.e. running the gauntlet * Instructions given as to options during activities i.e. running the gauntlet * Co-ordinated entry and exit / start and finish points * Correct lifting, lowering, pushing, pulling, carrying processes * Remove jewellery and sharp objects from pockets etc before activity * Implement safe play protocols during the briefing and during activity * If activity conducted off-site at the Dam, in addition to all information- * group to stay together moving from one location to another * Clearly explain the operating area and the three whistle system to gain attention * Clearly define areas of movement * Explicit instructions given to students about wading no deeper that knee deep into water when filling buckets * **Refer to the Swimming CARA – KOEC RAM if conducting the activity off-site at the Dam and when participants are moving into the water.** | 2 | 3 | Medium |
| Inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 4,3 High  Students' poor cognitive ability. 4,3 High  Inattentive 3,3 Medium  Disobedience 4,3 High  Unfocused 4,3 High  Appropriateness  Children’s strength and mobility 3,3 Medium  Lack of strength and flexibility  to grasp and handle equipment 3,3 Medium  Group remain at the designated area 3,3 Medium  Group size 3,3 Medium  Lack of confidence of the group 3,3 Medium  Group to effectively communicate  and co-operate throughout the activities 3,3 Medium | 4  3 | 3  3 | High  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 uses 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. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. * Closely monitor students. * 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. * Lead-up activities to assess the group cohesion and individual behaviours * Reinforce the focus of working groups to support and develop a trust within the group * Appropriate program sequencing e.g. to avoid fatigue. * Appropriate sequencing to establish a level of trust and co-operation including trust sequences * Children are suitably ‘warmed up” prior to the start of the activity | 3 | 2 | Medium |
| Medical problems.  Pre-existing medical conditions 4,3 High  Fatigue & Exhaustion 3,3 Medium  Physical health & fitness 3,3 Medium  Loose clothing/jewellery/hair. 3,3 Medium  Emotional distress (anxiety, peer pressure) 3,3 Medium  Anxiety level for fear of water 3,3 Medium  Group size 3,3 Medium | 4 | 3 | 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. * Ensure realistic personal goal setting, include real choice in terms of entry and exit options. | 2 | 2 | Medium |
| Staff Competencies  Insufficient assistants. 3,3 Medium  Too large a group. 3,3 Medium  Poor group control. 3,3 Medium  Poor instruction skills. 3,3 Medium  Lack of equipment knowledge. 3,3 Medium  Leader inexperience 3,3 Medium | 3 | 3 | Medium | * Appropriate sequencing to establish a level of trust and co-operation. * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Clear briefing and appropriate sequencing. * Consider age, ability and group 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. * Groups are given clean instructions or a “situation story” * Instructor has attended KOEC induction and is aware of SOPs * Staff trained in emergency procedures and inform assistant of procedures to be undertaken * Assist to be inform and aware of role and responsibilities before leaving the Centre | 2 | 2 | Medium |
| Off-site activity at the Dam Users  Proximity to other student groups 3,3 Medium  Spectators on the Dam bank/fishermen 3,3 Medium | 5 | 3 | Extreme | * In addition to all information: * Adhere to designated areas * Inform other Dam users of intended activity and associated movement * Maintain close control of group and equipment      * **Refer to the Swimming CARA – KOEC RAM if conducting the activity off-site at the Dam and when participants are moving into the water.** | 2 | 2 | Medium |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |
| Personal gear  Inadequate clothing, hats and foot-ware 4,3 High  Equipment  Pipes 4,3 High   * Broken ends. * Cracks and jagged edges. * Movement while carrying.   Drums/barrel 4,3 High   * Finger holes * Slippery * Broken edges   Crates 3,3 Medium   * Broken * Cracked   Buckets 3,3 Medium   * Broken * Cracks * Movement while carrying   Sponges 3,3 Medium   * Debris/dirt * Weight   Markers/witches hats 2,2 Low   * Cracked or broken   Hoses 3,3 Medium   * Bends/kinks * Cracks   Other groups and craft if offsite 3,3 Medium   * Proximity of other craft * Proximity of other groups | 4 | 3 | High | * Student be made aware or correct carrying procedures when moving equipment. * Vigilance when carrying equipment * Instructor’s assessment of participant ability to participate * Briefing includes an awareness of any potential hazards. * Briefing on correct use and awareness of consequences of incorrect use of equipment * Ensure students are correctly attired for the water environment and prevailing conditions and duration of program * Regular inspection and maintenance of all equipment. * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment (buckets, crates, drums) * Regular safety audits and maintenance program undertaken. * Staff ability to recognise worn or faulty equipment. * Brief to include awareness of hazards and safety requirements. * Correct storing and management of gear. * Connection for in ground water system checked * Hose and connectors checked * If activity is conducted off-site at the dam- 2-way radio to maintain contact with other groups. | 2 | 2 | Medium |
| Equipment management 4,3 High   * Accidents using equipment * Incorrect use of equipment     Inappropriate attire 4,3 High | 4 | 3 | High | * Ensure participants have adequate footwear, appropriate clothing and hat * Leader competence in use of all equipment. * Document any incidents or “near misses” throughout the activity * Document any accidents and appropriate actions taken * Briefing to avoid damage to environment & equipment. | 2 | 2 | Medium |
| Equipment security  Equipment loss. 3,3 Medium  Security of equipment. 3,3 Medium  (unsupervised usage) | 3 | 3 | Medium | * Leader to account for all equipment at the end of the session * Correctly storing and maintaining of equipment * Any equipment damage or breakage to be reported at the end of the session | 2 | 1 | Low |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 4,3 High   * Hyperthermia, Dehydration, Sunburn * Insects, ants and wasps * Animal droppings   Damage to the equipment 3,3 Medium  Bacterial Infection 4,3 High  Water contamination 3,3 Medium  Fallen trees and branches 2,2 Medium  Water temperature 3,2 Medium | 4 | 3 | High | * Adequate briefing on potential problems * Animals/insects removed and cordoned off * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (long grass on the bank, ants, wasp nests, water weed, aquatic animals, bullrout, and water lice). * 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 tree maintenance i.e. mowing of track and assemble areas * Use equipment only under a certified leader’s supervision. * Vigilant supervision. * Appropriate cleaning and hygiene management practices implemented when sharing equipment. * If activity is conducted off-site, visual check of dam area prior to use. | 2 | 2 | Medium |
| Weather conditions  Weather extremes  (Cyclone, lightning, high winds) 5,1 High  Moderate weather conditions  (gusty winds & rain) 3,4 High  Equipment damage (sun, rain & dirt) 3,3 Medium  Heat. 3,3 Medium  Limited visibility (rain, sun). 3,4 High  Strong winds. 3,4 High  Sun and adverse weather conditions 3,4 High | 4 | 3 | High | * Awareness of weather forecasts/imminent adverse conditions * Check weather conditions and changes e.g. regular weather updates websites (BoM), radio or television * Select another activity if the weather is too bad. * Leader competence - knowledge of local weather patterns and ongoing monitoring of changing conditions * Water activities should not be undertaken in electrical or severe storms (high winds, hail or driving rain) * Encourage participants to drink water, ensure participants have water bottles and opportunities to drink. * First aid skills continually updated * Suitable medication and first aid readily accessible. * Implement sun safe strategies. * Modify activity/task to suit weather conditions or abort. * Store equipment safety during weather events * Participants to wear suitable protective clothing. * If activity conducted off-site at the Dam, exit the Dam area if the weather becomes unsuitable. | 2 | 2 | Medium |
| Environmental Footprint  Human impact. 3,3 Medium  Environmental damage 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 hazards. * Participants instructed and supervised to walk carefully along the paths. * Monitor participant behaviour and attitudes prior to and during the use of the course. * If activity is conducted off-site at the Dam- modify Dam access (walking track) to alleviate/address environmental factors. | 2 | 2 | Medium |

|  |  |
| --- | --- |
| **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** | * Aware of Centre’s radio protocol and radio signals * Centre’s “Standard Operational Procedures” * Education Queensland policy and guidelines * Australian Adventure Activity Standards Core |
| **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 * KOEC specific Team Challenge SOPs * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Activity specific “Standard operational procedures” * Maximum group size of 15 with one registered teacher in control of the group * Leaders have undergone training and observed activity carried out by a KOEC instructor * Red Cross procedures and protocols treating stings and bites * The [Queensland Poisons Information Centre](https://www.childrens.health.qld.gov.au/chq/our-services/queensland-poisons-information-centre/) has further information about types of poisoning and treatment available, or phone 13 11 26 |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications; HLTAID009 Provide cardiopulmonary resuscitation (CPR) or equivalent; and HLTAID011 Provide first aid or equivalent competencies. * Group control and management in an outdoor setting. * Proficient in usage of all equipment. * Proficient in carrying out rescues from the water and from the bank. * Good interpersonal communication skills. * Instructor recently (within 2 years) inducted through KOEC in-house training/orientation day. * Instructor has reviewed aims and safety issues prior to undertaking the activity (KOEC staff or prepared booklet material) * Effective processing skills. * Competence and demonstrated ability to undertake the activity * Competence and demonstrated ability to undertake a rescue from the water. * Competence and 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**

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

|  |  |  |
| --- | --- | --- |
| 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)