## Sustainable Fishing

**Notes:**

* Where a [CARA activity guideline](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) exists for the activity and the minimum requirements outlined cannot be met the activity must be modified or alternative controls implemented to ensure an equivalent level of safety for staff, students and others involved.
* Where a CARA activity guideline does not exist, and when considering any other risks relevant to an activity, the [Curriculum activity risk planner](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) is to be used.

|  |  |
| --- | --- |
| Activity Description: Fishing | |
| Teachers/Leaders: Andrew Gill, Paul Kanters, Mia Kitchener, Eric Cech, Cathy Capearn | |
| Class groups: |  |
| Start date:07/02/2024 | End date: 09/12/2024 |

*Use this risk assessment matrix as a guide to assess the* [*inherent risk level*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx)*. Refer to the* [*Curriculum activity risk planner*](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) *for further details.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Likelihood** | **Consequence** | | | | |
| 1 - Insignificant | 2 - Minor | 3 - Moderate | 4 - Major | 5 - Critical |
| 5 - Almost Certain | Medium | Medium | High | Extreme | Extreme |
| 4 - Likely | Low | Medium | High | High | Extreme |
| 3 - Possible | Low | Medium | High | High | High |
| 2 - Unlikely | Low | Low | Medium | Medium | High |
| 1 - Rare | Low | Low | Low | Low | Medium |

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

| **Inherent risk level** | | | **Action required** |
| --- | --- | --- | --- |
|  | **Low** | Little chance of incident or injury | * Manage risk through regular planning processes. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | * Document risks and controls in regular planning documents. * Manage risk through regular planning processes OR complete this *Curriculum Activity Risk Assessment*. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | * A *Curriculum Activity Risk Assessment* is required to be completed. * Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity. * Parent/carer consent is recommended. * Once approved, activity details are to be entered into the [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | * Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes. * A *Curriculum Activity Risk Assessment* must be completed. * Principal approval is required prior to conducting this activity. * [Parent/carer](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) consent must be obtained for student participation. * Once approved, activity details are to be entered into the  [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx). |

**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions](http://ppr.det.qld.gov.au/education/management/Pages/School-Excursions.aspx) procedure for the Excursion planner template.

Planning considerations

*Incorporate the following factors when planning risk management strategies for this activity.*

**Which students will be involved?**

* The number of participants, size of student groups and students' capabilities is considered e.g. age, experience, competence, fitness, maturity.
* Any individual participant needs e.g. personalised learning, support provisions is considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

**Where will the students be?**

* The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
* The number of participants is 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.
* The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
* 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?**

* The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
* Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
* 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 that include, but not limited to, 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, are not shared between participants.

**What will the students be using?**

* Instruction in safety procedures and safe handling of equipment is provided.
* All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
* [Relevant department procedures and guidelines](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

**Who will be leading the activity?**

* A registered teacher will have 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 expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
* There are sufficient supervisors present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
* A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
* Supervisors are active in their supervision, visible and are readily identifiable to participants.
* Blue Card requirements are adhered to for all supervising leaders/volunteers.

**I have incorporated the above factors when planning my risk management strategies for this activity.**

**Additional activity-specific requirements for participants with specialised learning needs are provided in the Other Details box below.**

| Other Details: |
| --- |
|  |

*Where a* [*CARA activity guideline*](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) *exists, ensure the minimum requirements are met.*

*Check if relevant Codes of Practice/Guidelines exist for each activity.*

*Consider any other information relevant to the safety of staff and students when conducting this activity and document below.*

***Where a CARA activity guideline exists:***

X I have met the minimum requirements specified in the attached CARA activity guideline/s;

Mandatory/Special Requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical Hazards in the Curriculum template](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) and attach it to this risk assessment.

Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

| Provide information about any mandatory or special requirements for each activity that is to occur: |
| --- |
| Eye wear when casting lines from beach  Closed in shoes  Sufficient lighting if at night  Squashed barbs on hooks  Adhere to GBRMPA zoning |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| Students to fish in pairs |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| An adult with competence (knowledge and skills) in the teaching of fishing and/or bait gathering, and the ability to implement safety procedures and rescue a student from the water.  Some staff hold following qualifications:  Teachers may hold the following qualifications:  SISOFSH307A - Guide Fishing Trips  SISOFSH206A - Locate and Attract Fish  SISOFSH202A - Select, catch and use bait  SISOFSH204A - Select, use and maintain fishing tackle outfits  SISOFSH201A - Catch and Handle Fish |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| Hand reels  Egg beater rods  Tackle / knives  Tagging equipment |

Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards).

| Provide information about:   * Hazards: | * Planned control measures: |
| --- | --- |
| Animal bites/diseases  Stone fish  Other aquatic animals  Insects  Crocodiles  **Environmental conditions**  Temperature  Weather conditions  Water visibility  Rips  Vegetation  Equipment (hooks, sinkers, knives)  Physical exertion  Strains, sprains  Fatigue and exhaustion  Students  Special needs  High risk behaviours  Medical conditions  Student numbers  Vehicles  Boats | Ensure that everyone wears enclosed footwear with thick soles when fishing in creeks, dams, estuaries etc. due to possible presence of stonefish. – STINGS CAN BE FATAL – Please refer to Australian Institute of Marine Sciences – Stone Fish. For information on other dangerous marine animals within Australia, refer to Australian Institute of Marine Sciences  Students to wear stingersuits if going into the water.  Adhere to the Surf Life Saving Queensland Marine Stinger Risk Management Guidelines.  Adhere to HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions.  Ensure that appropriate and suitable personal protective equipment is used when handling organisms  Fishing in clear water from shore. Teachers constantly scanning.  If a crocodile has been sighted on beach activity cancelled  Croc slides evident – Cancel and fish from the boat  Assess weather conditions before and during activity (e.g. temperature, storms).  Obtain advice from USO/BO about local conditions and potential hazards.  Cease activities where conditions are unfavourable.  Ensure that appropriate sun safety equipment is utilised.  Ensure that safety glasses are used if appropriate  Use flattened barbs on hooks.  Check the area for sharp oysters and barnacles and advise students of any potential hazards.  USO/BO to notify KIEEC of any forecast for thunderstorms for the area, or visual sighting of thunderstorm  KIEEC teacher to cancel in the either event  Ensure participants are adequately spaced.  Provide instruction in:  - the safe handling of hooks and fishing knives  - safe casting of handlines and fishing rods (e.g. ensure students are aware of their proximity to others)  - safe storage of fishing equipment whilst traveling to and from the fishing location  - how to remove a hooked fish safely (using different types of hooks  Have appropriate warm-up and warm-down activities.  Follow progressive and sequential skills development  Have ice packs available.  Continuously monitor students for signs of fatigue and exhaustion.  Students briefed on correct fishing techniques  First aid kit available  Obtain parental permission, including relevant medical information.  When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily 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.  Ensure there is adequate adult supervision.  Ensure systems are in place to monitor student numbers.  1:20. Students paired up. 10 lines in the water  Ensure participants are adequately spaced.  KIEEC Liase with visiting teachers prior to camp  • Teacher discusses activity with student  • Reassures student  • Provides physical, emotional support for student (inclusion is very important)  • Challenge by choice policy  • Activity modified time/equipment, etc  Constantly monitor surroundings for presence of other boats. |
| Water  Risk of drowning  Quality of water | Constantly monitor students.  Adopt signals for assistance required.  Check with Coastguard/ USO /BO for presence of water contaminates and other dangerous organisms (stonefish, blue-ring octopus, crocodiles etc.)  Determine the swimming capability of all persons and decide whether extra supervision for non swimers |
| Fish/Spikes/Bites  Person Overboard/Fire/Sinking vessel | Light line used so if a shark is hooked it will bite the line. Sharks/stingrays/stonefish/mackeral/barracuda/toadfish are not to be bought aboard boat or beach. NKI staff to handle all fish caught for tagging. Students briefed not to touch fish caught unless under direct supervision.  Refer to Gundoo Spirit RA |
| **Waste disposal/spill clean up** | Ensure all remains of fish, unwanted bait and other marine life are disposed of appropriately, in order not to cause a hazard in the future.  • Ensure any broken, damaged or unwanted fishing tackle, including line, is disposed of responsibly. |

| Submitted by: | |
| --- | --- |
| Name: Paul Kanters | Position: Teacher |
| Email: pkant2@eq.edu.au | |
| Signed: | Date: 03/2/24 |

| Approval *(only required for high or extreme risk activities)* | | | |
| --- | --- | --- | --- |
|  | Approved as submitted | | |
| By: Andrew Gill | | Designation:Principal | |
| Signed: | | Date: 03/2/24 | |
| Once approved, activity details should be entered into the *School curriculum activity register*. | | | Reference No. |

| Monitoring and Review *(to be completed during and/or after the activity.)* | **Yes** | **No** |
| --- | --- | --- |
| Have additional hazards been identified? |  |  |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |
| Details: | | |

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