## Marine Debris Collection

**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: Students undertake a brief and follow Tangaroa Blue guidelines for marine debris collection. |
| Teachers/Leaders: All KI Staff |
| Class groups: All |  |
| Start date: 09/01/2024  | End date: 13/12/2024 |

*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.
 |
| [x]  | **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).
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**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.

[x]  **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 does not exist:***

[x]  I have identified the hazards and risks relevant to this activity and provided information below in the respective boxes about the risk management strategies that will be implemented to ensure the safety of students and others.

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: |
| --- |
| Recommended to follow Tanagroa Blue guidelines.  |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| 1 Konomie Island Teacher and one other support person advised. |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| Advised- Tanagroa Blue Training |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| Marine Debris BagsGlovesSun safe equipment – sun safe clothing, hat, sunscreenDrink bottle |

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:
 |
| --- | --- |
| Sun Safety  | Encourage student to wear sun safety clothing, provide sunscreen, encourage sunglasses. |
| Body fluids (e.g. blood, saliva, sweat)  | Ensure that first aid equipment and consumable items appropriate tolevel of risk are readily accessible. |
| CreaturesStingsPoisoningInfectionStudent numbers 1. Special needs
2. High risk behaviours
3. Medical conditions

Weather ConditionsUnsafe objectsParent permissionSupervision on beachWalking on unstable or slippery surfacesHeat Stroke/DehydrationSharp object, cans, bottles, glass, needles | In Extreme situations, the dangerous creatures should be isolated from the students.Closed in shoes• KIEEC staff must be trained in first aid and carrying first aid kit• Radios carried for quick responsePrevent children from walking in deep water (knees & below only)\* Utilise adults working with small groups• KIEEC first aider and equipment available• Radio contact with centre• Children made aware of dangers• Children informed about sandflies/mosquitos prior to and on arrival• Instructed to bring preventative devices such as long pants, long sleeve shirts and repellent• KIEEC to provide repellent\* Repeated reminders throughout camp• Children briefed about hazards• Teacher to demonstrate correct handling procedure\* Small groups accompanied by adult\* Child excluded if unwilling to follow instructionsObtain written parental permission (including relevant medical information) for the student to take part in medium to extreme activities. 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.KIEEC SpecificVisiting teachers bring relevant medical information.Visiting teachers to carry medication required• 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, etcUSO/BO to notify KIEEC of any forecast for thunderstorms for the area, or visual sighting of thunderstormKIEEC teacher to cancel in the either event• Student reminded of danger• Walk don’t run policy• Close supervision of potential risk takersKIEEC first aid and radiosInstructed of dangers of dehydration on arrival• Reminded to drink water (specifically on hot days)• Water bottles required • Sun-safe clothing is insisted upon• Sunscreen on face, neck and earsKIEEC provides sunscreen if requiredInstructed of dangers of dehydration on arrival• Constantly reminded to drink water• Water bottles required • Sun-safe clothing is insisted upon• Sunscreen on face, neck and earsKIEEC provides sunscreen if requiredStudetns briefed not to pick up anything that looks unsafe. Be aware of glass, needles, sanitary objects, nappies. Consider and / or offer glovesConstantly monitor studentsObtain parental permission, including relevant medical information.When students with medical conditions are involved medical/emergency plan medications are readily available (insulin, Ventolin, epipen, etc.)Refer to Individual education plan/Behaviour management plan and other student documents.Where necessary, obtain advice from relevant advise from visiting teachers. Ensure there is adult supervision.Constantly monitor studentsClear boundaries set and communicated• Whistle signals and gathering point agreed• One adult maintains close supervision• Counting numbers in and out• No running Advise students of unsafe areasMonitor / avoid rocks or suspected slippery surfacesMonitior studentsRemind to hydrateModifiy activity to suit conditionsAvoid picking up Inform student to alert teacher of dangerous objectsDo not pick anything up that you do not know what it is |

| Submitted by: |
| --- |
| Name: Andrew Gill | Position: Principal |
| Email: agill38@eq.edu.au |
| Signed:  | Date: 09/01/2024 |

| Approval *(only required for high or extreme risk activities)* |
| --- |
| [x]  | Approved as submitted |
| By: Andrew Gill | Designation: Principal |
| Signed:  | Date: 2/2/2024 |
| 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? | [ ]  | [x]  |
| Were the control measures effective?  | [x]  | [ ]  |
| Are further or different actions required?  | [ ]  | [x]  |
| Details:       |

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