## Plant Out Gardening with Hand Tools

**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 to complete plant out of native species. Other students may complete weeding or propegation in the Greenhouse area    |
| Teachers/Leaders: Andrew Gill Eric Cech Paul Kanters Mia Kitchener Cathy Capearn |
| Class groups: Various | Number of students: < 25 |
| 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.
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| [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).
 |

**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: |
| --- |
| Depending on the scope of this activity other risk assessments may be requiredEg Light vehicles tractors and trailors |

*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: |
| --- |
| Establish and implement procedures for emergencies such as injury and first aid that are appropriate to the activity,location and conditionsEstablish and implement procedures for the correct usage for each particular toolInduct students on safety procedures and correct techniqueUse the Children and young workers Code of practice 2011At least one adult supervisor must be a registered teacher |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
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| Sufficient adult supervision to manage the activity safely including emergency situations Consider age,size,ability and maturityEnsure adult supervisors are visible and easily identifiedAll students in sight of at least one adult supervisor at all timesBefore 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 closely monitor students with health support needs
* 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. poor visibility, extreme temperatures, thunderstorms).
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Qualification Requirements

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| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| A teacher could demonstrate their competency through their: knowledge of the activity and the associated hazards and risks experience (i.e. previous involvement) in undertaking the activity demonstrated ability and/or expertise to undertake the activity possession of qualifications related to the activity. **For a registered teacher:** Competence (demonstrated ability/experience to undertake the activity) in gardening and non-workshop hand tools  |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
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| Location must be suitable for the activity being undertakenEquipment and tools must be properly maintained,be in good working condition and fit for purposeEquipment must be sized to match the ability and strength of studentsPersonal protective equipment includes enclosed footwear and gloves and face protection against airborne particles when appropriate |

Common hazards and Controls

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| --- | --- |
| Provide information about: Hazards: | Planned control measures: |
| **Environmental hazards:****Animal bites/diseases**Stings, poisoning, infection | Allergen and [disease risks](https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/land-management/health-pests-weeds-diseases/livestock/pests-diseases-animals/diseases-spread-humans) associated with working with dust, dry matter and airborne organisms, e.g. [Q fever (PDF, 425KB)](https://education.qld.gov.au/initiativesstrategies/Documents/factsheet-q-fever.pdf), must be controlled.Adhere to established practices regarding the use of insect repellent, outlined in [insect viruses and allergies](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/insect-viruses-allergies).Ensure the location is clear of obstacles and wildlife (e.g. [snakes](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/resources)) that may pose hazards.\* First aid kit and ice packs readily available.\* Students with allergies to carry Epipens |
| **Environmental hazards:****Environmental conditions**Weather, surfaces, surrounds | The school's [sun safety strategy](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/sun-safety-strategies) must be followed.Follow the [managing excessive heat in schools guidelines](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools) when participating in very hot or extreme heat conditions.Manage allergen and disease risks associated with dust, compost and other soil enrichment products, dry matter and airborne organisms (e.g. [Legionella](https://www.qld.gov.au/health/conditions/all/prevention/legionnaires-prevention)), such as moistening the contents of potting mix bags to avoid creating dust.Prevent hazards by ensuring appropriate control measures are in place for unfavourable weather conditions (e.g. dampen dust during high wind, control slipping hazards after rain).• USO/BO to notify NKIEEC of any forecast for thunderstorms for the area, or visual sighting of thunderstormNKIEEC teacher to cancel in the either event |
| **Facilitites and Equiment hazards:****Faulty or dangerous equipment** | Check equipment for damage before and during the activity (e.g. checking tool heads for splits or cracks and security of handle, checking handles for splits, cracks and splinters).Equipment situated where it does not pose potential hazards. |
| **Facilitites and Equiment hazards:****Heights/falling objects** | Assess and manage risks associated with [working at heights](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards).Exclusion zones clearly marked to prevent falling objects striking participants when working at heights. |
| **Facilitites and Equiment hazards:****Sharp implements or objects** | Safety guidelines enforced when using sharp implements (e.g. keeping fingers out of the way, carrying sharp implements appropriately).Gloves optional.To be worn on WeedingClosed in sturdy shoes to be wornBrief given to all students on safe use of tools. |
| **Student Considerations:****Injusry** | Students aware of the location of emergency and first-aid equipment. |
| **Student Considerations:****Manual handling** Lifting Equipment | Use correct [manual handling](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) processes when lifting, lowering, pushing, pulling or carrying.Establish appropriate lifting equipment is used to lift heavy objects or materials.Clear instructions• Modelling appropriate and correct use of equipment• Close supervision\* Time-out for inappropriate behaviour\* Students shown to bend at the knees |
| **Student Considerations:****Physical Exercertion**Exhaustion and fatigue  | Continually monitor participants for signs of fatigue and exhaustion.Establish rest breaks, considering the age and fitness level of students. |
| **Student Considerations:****Student issues**Student numbers, special needs, high risk behvaiours, medical conditions, separation from the group | Remove accessories (e.g. jewellery, lanyards) before participating.Ensure fingernails and hair do not pose a hazard.Safety zone established and maintained around the area where potentially hazardous activities are conducted (e.g. use of mattock).Students supervised in a safe location when not actively receiving instruction.Drink breaks to occur regularly. Make water available for individual participants between drink breaks.Follow appropriate [hand washing procedures (PDF, 946KB)](https://education.qld.gov.au/initiativesstrategies/Documents/infection-control-guidline.pdf) after the activity.In addition to the above for **high risk** activities:Establish, induct and implement procedures for clean-up and storage of blades/cutting tools. |
| **Student Considerations:****Visibility** | Have students wear easily identifiable clothingEnsure staff can easily recognise those students with health support needs and are familiar with their needs. |
| **Student Considerations:****Dehydration, sunburn** | • Instructed of dangers of dehydration on arrival• Constantly reminded to drink water• Water bottles required on walking activities away from centre\* Water breaks – 30mins during activities\* Students reminded not to skull their whole drink bottle at first stop. Sip drink bottle regularly during walk• Sun-safe clothing is insisted upon• Sunscreen on face, neck and earsKIEEC provides sunscreen if required |

| 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]  |

| Submitted by: |
| --- |
| Name: Mia Kitchener | Position: Teacher |
| Email: mlkit0@eq.edu.au |
| Signed:  | Date: 28/01/2024 |

| 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.       |

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