## Intertidal Walk

**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.

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| --- | --- |
| Activity Description: Students will learn about the intertidal zone and what organisms live there. Students will experience and investigate an intertidal zone after an in-depth briefing on safety and the different organism they may find. | |
| Teachers/Leaders: Mia Kitchener, Andrew Gill, Paul Kanters Eric Cech, Cathy Capearn | |
| Class groups: Varies | Number of students: Varies |
| Start date: 07/02/2022 | End date: 09/12/2022 |

*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.*

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| --- | --- | --- | --- | --- | --- |
| **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:***

***\*No CARA activity guideline for this activity***

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

***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: |
| --- |
|  |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| A registered teacher with competence (knowledge and skills) in handling marine organisms.  Principals make final supervision decisions for the activity. |

Qualification Requirements

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

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| First Aid Kit / Reef shoes / Water / Sun safe clothing (shirt with sleeves – collar preferred, shorts, hat). Stinger suit recommended if tide is a bit up and student have to go in water no higher than their knees |

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: |
| --- | --- |
| Marine Organisms | Only handle known organisms after confirmed by experienced staff. Identify known hazardous organisms such as cone shells, oysters, blue ring octopus etc to students prior to experience.  Do not handle organisms that cannot be positively identified by the supervisor |
| Creatures  Stings  Poisoning  Infection | In extreme situations, the dangerous creatures should be isolated from the students.  Refer to appropriate field guides, charts and keys to ensure correct species identification. Students should not handle organisms that cannot be positively identified by the supervisor. If it is necessary to handle an organism that is identified as having hazardous defence mechanisms, appropriate protection (e.g. tongs or leather gloves) and handling techniques should be used.  Many marine creatures' spines and/or fangs may inject poison. Some spines may break off and cause infection. Handling or contact should be avoided and protective equipment should be used.  The flesh of some species is poisonous. Each species should be identified by an expert as being suitable for human consumption before it is eaten.  Enclosed, strong footwear. No crocs or thongs.  • NKIEEC staff must be trained in first aid and carrying first aid kit  • Radios carried for quick response  Prevent children from walking in deep water (knees & below)  • Adults with small groups (around 8)  • Children made aware of dangers before entering zone (point out oysters on rocks while standing on sand)  \* No walking where you can’t see your feet  • Do not walk on or near rocks with oysters  • Children informed about sandflies prior to and on arrival  • Instructed to bring preventative devices such as sun safe clothing, repellent and stinger suit if walking in water to knees  • NKIEEC to provide repellent  \* Repeated reminders throughout program  • Children briefed about hazards  • Teacher to demonstrate correct handling procedure  • Clear firm instructions to look but don’t touch unless told  • Organisms handled occassionally by NKIEEC staff  \* Child excluded if unwilling to follow instructions |
| Sun safety | Appropriate clothing, sunscreen, hat, Slip, slop, slap, slide and seek |
| Environmental conditions  Weather  Location  Surrounds | For medium activities, teachers should inform parents and/or caregivers of full details of the location, supervision to be provided and activities to be undertaken.  Provide instruction  Parents aware students are on program at NKI |
| Physical contact  Cuts, abrasions and grazes  Stings | Provide instruction in rules, safety procedures and prerequisite skills before students participate in activity.  Any wound in the marine environment and minor bites of marine organisms should be treated for infection.  Physical contact  Cuts, abrasions and grazes. No running. Stay off oyster rocks  Stings  Stings of marine organisms may cause irritation (the effects can vary from person to person). Handling or contact should be avoided and protective equipment should be used.\  Brief given before entering Intertidal Zone  Students must wear enclosed shoes and only pick something up if permission is granted by supervising teacher  NKI staff carry 1st aid kit  Brief about oyster and encourage pathways to avoid high density oyster areas. |
| Students  Student numbers  Special needs  High risk behaviours  Medical conditions | 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  Visiting teachers bring relevant medical information.  Visiting teachers to carry medication required  • NKIEEC 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 |
| Tools, plant or equipment | Provide instruction in the correct use of cleaning facilities before participating in any practical activities.  Provide instruction in the correct use of any dangerous equipment before the activity begins. |

| Submitted by: | |
| --- | --- |
| Name: Mia Kitchener | Position: teacher |
| Email: mlkit0@eq.edu.au | |
| Signed: | Date: 28/01/2022 |

| Approval *(only required for high or extreme risk activities)* | | | |
| --- | --- | --- | --- |
| X | Approved as submitted | | |
| By: Andrew Gill | | Designation: Principal | |
| Signed: | | Date: 2/2/2022 | |
| 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? |  |  |

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