## Campout

**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: A group of students to carry required gear and camp out in tents at Consodine Beach | |
| Teachers/Leaders: All KI staff | |
| Class groups: Varies |  |
| 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. |
|  | **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: |
| --- |
| Kubota side-by-side utlity vehicle available for transport and support |

*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:***

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: |
| --- |
| To avoid contamination of food, correct use of equipment will be thoroughly demonstrated by activity leader.   * Lid placed on Trangia facing upwards – to prevent fuel condensation contamination. * Burn the enitre contents of Trangia fuel with every use. No recycling fuel. |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
|  |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| * a registered teacher with competence (knowledge and skills) in residential camping activities or * an adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in residential camping activities and the potential hazards   In addition to the above, for **high risk** level:   * a registered teacher with competence (knowledge and skills) in teaching base camping and lightweight camping skills and the potential hazards or * an adult supervisor, working under the direct supervision of a registered teacher, with qualifications relevant to camping activities from the [sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) or similar. Refer to the competencies outlined in the [camping Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf) for guidance.   KIEEC Staff hold the following qualifications: (plus some staff above and beyond these)   1. SISOBWG201A Demonstrate bushwalking skills in a controlled environment 2. PUAOPE002B Operate communications systems and equipment 3. SISOBWG303A Guide bushwalks in a controlled environment 4. SISONAV201A Demonstrate navigation skills in a controlled environment 5. SISOODR302A Plan outdoor recreation activities 6. SISOOPS201A Minimise environmental impact 7. SISOOPS202A Use and maintain a temporary or overnight site 8. SISOOPS304A Plan for minimal impact |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| Students each given a backpack, sleeping mat, trangia and tent to share  Kubota side-by-side utlity vehicle able to be used to carry extra water if needed  Location must be suitable  Participants must wear ppe as relevant  Personal equipment for all participants including, but not limited to:   * individual drinking containers with each participant carrying 2-3 litres of water for each day * food supplies in excess of the requirements of the duration of the camp, including emergency rations for 24 hours more than the initial planned duration * insect repellent, sunscreen and personal hygiene items as necessary * toileting equipment (if applicable) * a bag for rubbish * suitable sleeping bag/linen, as required * suitable torch and spare batteries and * waterproof containers for all equipment that can be damaged by water. |

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** Stings Poisoning Infection  Insects  Parasites (ticks, leeches)  Dangerous/poisonous organisms (e.g. snakes and spiders) | Observe wildlife from a safe distance.  Instruct students not to feed wildlife and how to respond to approaching wildlife.  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).  Showground camping to be set up in a designated area away from restrained animals (e.g. sheep or cattle).  • Ensure that students have access to insect repellent.   1. • Ensure that students have long-sleeved shirts and pants or possible stinger suits in high sandfly times   • Ensure that students wear shoes when swimming in creeks etc.  • Check for ticks and other parasites regularly.  KIEEC to carry extra repellent and possibly coils  If swimming, stinger suits and wetsuits to be worn. |
| **Environmental conditions**  **Wether**  **Surrounds**  **Surfaces**   1. Temperature/exposure 2. Isolation (getting lost) 3. Plants (e.g.,poisonous, stinging) | Ensure tents are not erected under large trees.  Brief all participants on:   * purpose of the activity and potential hazards (e.g. falling branches from trees, thorned flora, steep slopes, wild pigs) * basic first aid procedures for biological hazards they may encounter (e.g. [snakes (PDF, 296KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-preventing-managing-snake-bites.pdf), ticks, leeches).   Constantly monitor surroundings for weather, terrain and wildlife hazards over the duration of the camp.  Follow the [managing excessive heat in schools](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools) guidelines when participating in very hot or extreme heat conditions.  Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.  Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.  Use torches at night when moving around site.   * Assess weather conditions before and during activity (e.g. temperature, storms). * Ensure that students bring appropriate clothing for all weather extremes (e.g. cold, heat, wet and dry). * Ensure that students wear appropriate footwear. * Ensure that students have long-sleeved shirts and pants. * Assess conditions and surrounds before expedition takes place. * Have an effective communication system.   VHF radio and spare taken  BOM site checked for forecasts  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  Closed in sturdy shoes to be checked and worn before leaving  Footwear is to be worn around the campsite |
| **Facilities and equipment hazards**  **Heat sources**  **Equipment**   1. Pegs, tents guy ropes 2. Torches, gas lights 3. Cooking equipment 4. Inadequate hygiene | Open flames (e.g. camp fires) are [positioned, built, monitored and extinguished](https://www.qfes.qld.gov.au/safety-education/using-fire-outdoors) appropriately.  Utilise cooking methods (e.g. closed kitchen, barbecue, camping stove, open fire) that are appropriate for the health, maturity, fitness, suitability and competency of participants, adhering to CARA guideline [food production](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines).  Position food preparation, shelter and sanitation to avoid any potential physical and health hazards.   * Ensure that all equipment is well maintained. * Ensure that all open flames remain outside and away from tents. * Ensure that food preparation, shelter and sanitation areas are positioned to avoid potential physical and health hazards. * Have an effective communication system. * Ensure that students are aware of the location of all equipment. * Ensure torches are used at night when moving around site.   Students and teachers to pre-check equipment  Trangia cooking area established  Equipment located in one area  Students to use torches. KI staff carry extras  Students briefed prior to leaving on how to best pack for weight distribution. |
| **Student considerations**  **Injury**  **Student issues:**  Student numbers High risk behaviours Medical conditions Separation from the group | Students aware of the location of emergency and first-aid equipment.  Brief all participants on:   * appropriate behaviours to help keep themselves safe during the camp and * procedure should a participant become separated or lost from the group.   Maintain contact between all group members through regular checks on group numbers.  Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants. |
| **Student Considerations:**  **Visibility** | Have students wear easily identifiable clothing (e.g. high visibility rash vest).  Ensure staff can easily recognise those students with health support needs and are familiar with their needs. |
| **Use of cooking equipment or fire** | • establishing a cooking location and arrangement that minimises human traffic and congestion and avoids movement where users step over stoves. Cooking circle – all plastic including water bottles behind the students never in the circle. No one to cross the circle or step inside  • refuelling liquid of fuel stoves does not occur while it is still alight  • any spilt fuel during refuelling cannot be accidently ignited  • extinguishing the stove occurs before moving its location  • fuel containers being locating away from possible ignition sources  • use of suitable equipment to hold and manipulate hot cooking equipment. Spondonicles  • passing hot equipment, water or food over any part of another person is avoided  • stove or fire users being situated to quickly avoid or move away from hazards that might burn them  • stoves only being used in well ventilated spaces to prevent a build-up of toxic gas fumes.  Cooking area clearly defined. Trangias spaced in areas to ensure they can not be tipped over. Students briefed on how to cook meals on trangia prior to leaving. |
| **Severe weather event**  Severe weather warnings  Thunderstorm warnings  Coastal waters wind warnings  Tropical cyclone advice: watch and warning  Extreme cold temperature  Extreme hot temperatures. | • cancellation  • modification and/or evacuation to a safe location  • moving to areas that are protected from strong winds  • managing risks of flying or falling items during strong winds  • moving to areas that are protected from hail  • preparations to avoid the risks associated with lightning. |
| **Biological material**   1. Bodily fluids (e.g. blood, sweat, saliva) | * Comply with HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions and Infection Control Guideline. Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious. * Ensure that personal items such as towels and drink bottles are not shared * Have sufficient and suitable containment material (bandages etc.) readily available.   Each student to carry own water.  KI staff carry extra or organise water drop.  Firstaid kit / backpack carried by KIEEC staff member and placed in a central spot. |
| **Heights/falling objects**   1. Cliffs, ledges and rock faces 2. Trees | * Ensure that students do not climb trees. * Constantly monitor surroundings for slip, trip and fall hazards. * Clear boundaries set by KIEEC staff |
| **Physical exertion**   1. Strains and sprains 2. Cramps 3. Exhaustion and fatigue | * Ensure that the health, suitability and competency of students participating match the challenge. * Have appropriate lead up activities. * Constantly monitor students for fatigue and exhaustion. * Follow a program of graded development in:   + basic physical fitness   + skills of the activity (bushwalking)   + camp-craft * trip preparation (e.g. menus, route planning). |
| **Students**   1. Special needs   High risk behaviours  Medical conditions  Student numbers | * 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.   • 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 |
| **Water**   1. Risk of drowning 2. Water quality 3. Creeks, rivers 4. Dams, ponds | * Adhere to Recreational Swimming Guidelines if swimming takes place. * Adhere to Guidelines for Managing Risks in Recreational Water. * Constantly monitor surroundings creek and ocean |

| 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:  4WD kubota available for evacuations | | |

| 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)* | | | |
| --- | --- | --- | --- |
|  | Approved as submitted | | |
| By: Andrew Gill | | Designation: Principal | |
| Signed: | | Date: 09/01/24 | |
| Once approved, activity details should be entered into the *School curriculum activity register*. | | | Reference No. |

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