Curriculum activity risk assessment
Camping, Residential

Activity scope
This document relates to student participation in overnight Camping as a curriculum activity.
Residential camping occurs at centres that have permanent facilities, such as toilets, showers, kitchen and dormitory accommodation.
Associated activities (such as swimming, day hiking or rock climbing etc.) must be carried out in accordance with the requirements of the specific policy documents for those activities.

Risk level
The actual risk level will vary according to the specific circumstances of the activity and these must be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- What will the students be doing?
- Where will the students be?
- Who will be leading the activity?
- What will the students be using?

<table>
<thead>
<tr>
<th>Inherent risk level</th>
<th>Action required / approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Medium</td>
<td>Record controls in your planning documents and/or complete this Curriculum Activity Risk Assessment.</td>
</tr>
<tr>
<td></td>
<td>Consider obtaining parental permission.</td>
</tr>
</tbody>
</table>

Teachers/leaders: Tallebudgera Beach School teaching staff

Activity description:
Standard 4 night, 5 day (Monday - Friday) camps.
Up to 230 students.
Accommodated in cabins containing 7 beds, bathroom and toilet area.

Start date: 01/01/2014 | Finish date: 31/12/2014 | No of students (approx.): 230/week
Class groups: ... | Supervision ratio (approx.): 1:20
Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

### Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. **Blue Card** requirements must be adhered to.

- Registered teacher with minimum qualifications as outlined below
- OR
- An adult with minimum qualifications as outlined below, in the presence of a registered teacher

When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader. Several variables can affect this decision, including but not limited to:

- outcomes of the risk management process
- the leaders' experience
- participants' expected capabilities (i.e. experience, competence, fitness)
- type, difficulties, distance and condition of trails, vehicle tracks or roads
- conditions (environment, weather)
- planned duration of the activity
- number of participants and optimum group size
- remoteness of the activity
- suitability and availability of equipment
- likelihood of leader becoming incapacitated or separated from participants.

Further information:

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### Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.*

- ✔️ Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
- OR
- Remote Area first aid if operating more than one hour away from emergency services
- ✔️ **Blue Card** requirements met

**Medium** — Some chance of an incident and injury requiring first aid

Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements (including familiarity with the environment, map coverage of the area and emergency procedures by all adult participants) of the specific circumstances being addressed.

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Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment 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

Further information:

Minimum equipment/facilities If 'No' is ticked, provide further information.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>First aid kit suitable for activity</td>
<td>☑</td>
</tr>
</tbody>
</table>

Communication system

Electronic and other equipment that can be damaged by water is to be carried in water resistant containers. Leaders are responsible for determining the equipment to be carried by all participants. The following communication equipment should be carried as appropriate for the activity and area of operation:

☐ student/adult messenger
☐ phone-line at location
☐ mobile phone

Other:

Sun safety equipment (hat, sunscreen, shirt etc) |
Sufficient drinking water (students should have individual drinking containers and each student should be carrying two-three litres of water/per day) |
Insect repellent |
Adequate food supplies: When planning for activities, have sufficient supplies for 24 hours more than the initial planned duration.
Waterproof matches/lighter |
Suitable sleeping bag |
Suitable torch & spare batteries |
Appropriate and sufficient clothing and footwear |
Emergency management plan |
Minimum equipment/facilities

First aid officer should have:
- ☑ a first aid kit suitable for the activity
- ☑ a medical alert list collated from information on medical consent forms before departure
- ☑ a first aid register, accident and illness reports
- ☑ procedures for administering student medication
- ☑ a communication procedure for external assistance if required

Students should have:
- ☑ personal food and water (including emergency rations) if required
- ☑ protective clothing (long-sleeved shirt and pants, suitable shoes)
- ☐ insect repellent
- ☑ personal hygiene items
- ☐ a plastic bag for rubbish
- ☐ a personal first aid kit

Further information:
Students attending Tallebudgera Beach School are not permitted to bring and do not require: torch, insect repellent, personal first aid kits, waterproof matches/lighters.

Hazards and suggested control measures

All persons engaging in this activity should:
- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

<table>
<thead>
<tr>
<th>Hazards/risks</th>
<th>Control measures</th>
<th>Yes</th>
<th>No</th>
<th>Implementation plan / Additional controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal bites/diseases</td>
<td>• Ensure students have access to insect repellent.</td>
<td>☐</td>
<td>☑</td>
<td>Insect repellent not required at camp.</td>
</tr>
<tr>
<td>• Insects</td>
<td>• Ensure that students have long-sleeved shirts and pants.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Parasites (ticks, leeches)</td>
<td>• Ensure that students wear shoes when swimming in creeks etc.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Dangerous / poisonous</td>
<td></td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Hazards/risks</td>
<td>Control measures</td>
<td>Yes</td>
<td>No</td>
<td>Implementation plan / Additional controls</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>animals (e.g. snakes and spiders)</strong></td>
<td>• Check for ticks and other parasites regularly.</td>
<td>☐</td>
<td>☑</td>
<td>Ticks not located in this area</td>
</tr>
<tr>
<td></td>
<td>• Alert students regarding local animals.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Biological material</strong></td>
<td>• 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.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Bodily fluids (e.g. blood, sweat, saliva)</td>
<td>• Ensure that personal items such as towels and drink bottles are not shared.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have sufficient and suitable containment material (bandages etc.) readily available.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Environmental conditions</strong></td>
<td>• Assess weather conditions before and during activity (e.g. temperature, storms).</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Weather</td>
<td>• Ensure that students bring appropriate clothing for all weather extremes (e.g. cold, heat, wet and dry).</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Surrounds</td>
<td>• Ensure that students have appropriate footwear.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Temperature/exposure</td>
<td>• Ensure that students have long-sleeved shirts and pants.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Isolation (getting lost)</td>
<td>• Assess conditions and surrounds before expedition takes place.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Plants (e.g. poisonous, stinging)</td>
<td>• Effective communication system</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Heights/falling objects</strong></td>
<td>• Ensure that students do not climb trees.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>• Cliffs, ledges and rock faces</td>
<td>• Constantly monitor surroundings for slip, trip and fall hazards.</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Hazards/risks</td>
<td>Control measures</td>
<td>Yes</td>
<td>No</td>
<td>Implementation plan / Additional controls</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td>Physical exertion</td>
<td>• Ensure that the health, suitability and competency of participating students match the challenge of the activity.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Strains and sprains</td>
<td>• Constantly monitor students for fatigue and exhaustion.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cramps</td>
<td>• Have appropriate lead-up activities.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exhaustion and fatigue</td>
<td>• Follow a program of graded development in:</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>o map and compass work</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o basic physical fitness</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>o skills of the activity (such as bushwalking, canoeing, sailing, bicycling and pony trekking)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o camp-craft</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o trip preparation (e.g. menus, route planning).</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>• Obtain parental permission, including relevant medical information.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Special needs</td>
<td>• When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen etc.)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High-risk behaviours</td>
<td>• Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Medical conditions</td>
<td>• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student numbers</td>
<td>• Ensure there is adequate adult supervision.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>• Adhere to <a href="http://education.qld.gov.au/strategic/epprhealth/hlspr012/">Recreational Swimming Guidelines</a> if swimming takes place.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Risk of drowning</td>
<td>• Adhere to <a href="http://education.qld.gov.au/strategic/epprhealth/hlspr012/">Guidelines for Managing Risks in Recreational Water</a></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Water quality</td>
<td>• Constantly monitor surroundings for creeks, water etc.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creeks, rivers</td>
<td>• Check depth of water.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dams, ponds</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional control measures

*These would relate to the specific student needs, location and conditions in which you are conducting your activity.*

<table>
<thead>
<tr>
<th>Hazards/Risks</th>
<th>Control Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absconding</td>
<td>The camp site in fully enclosed with 7ft high fencing and locked gates. CCTV cameras also operate on the site. Cabins are patrolled all night by a qualified security guard.</td>
</tr>
<tr>
<td>Abduction</td>
<td>Teaching staff are made aware of any custody issues of students attending camp. Access to students by parents, relatives, friends is only permitted with the written permission of the Visiting School Principal. Detailed sign in and out procedures must be completed by all visitors. Lock down procedures are demonstrated to students in their arrival orientation.</td>
</tr>
<tr>
<td>Fire/ Bomb Threat</td>
<td>Visiting teachers and students are inducted in 'emergency procedures and policies'.</td>
</tr>
</tbody>
</table>

**Submitted by:** Teaching and administration staff at Tallebudgera Beach School  
**Date:** 27/01/2014

List the names of those who were involved in the preparation of this risk assessment.

Allan Rafton, Mark Wingett, Stephen Blount, Jacqui Duncan, Stephen Rolter, Sean Hughes, Correy Chiappetta,   

### Approval

- [x] Approved as submitted:
- [ ] Approved with the following condition(s):
- [ ] Not approved for the following reason(s):

**By:** Allan Rafton  
**Designation:** Principal  
**Signed:**  
**Date:** 27/01/2014

Once approved, activity details should be entered into the School Curriculum Activity Register by administrative staff.

**Reference no. 18**

### Monitor and review

*To be completed during and/or after the activity and/or at the completion of the series of activities.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the control measures still effective?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Have there been any changes?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are further actions required?</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Details:**  
Reviewed On 27/01/2014
Important links

- HLS-PR-003: First Aid
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
- Infection Control Guideline
- HLS-PR-005: Health and Safety Incident Recording and Notification
- SCM-PR-002: School Excursions
  http://education.qld.gov.au/strategic/eppr/schools/scmpr002/
- HLS-PR-013: Developing a Sun Safety Strategy
- Guidelines for Managing Risks in Recreational Water
- HRM-PR-010: Working with Children Check – Blue Cards
  http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/
- Queensland Adventure Activity Standards

Further information


For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.