

Daradgee Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 23-Jan-2026			
Activity:	Camping		
Activity Scope:	<p>Guideline review date: 24 September 2025</p> <p>This guideline demonstrates the minimum safety standard for student participation in residential camping, base camping and lightweight camping for one or more nights as an activity to support curriculum delivery.</p> <p>The Department of Education is committed to ensuring that curriculum activities are planned for and managed in accordance with the Work Health and Safety Act 2011 (Qld), to ensure, as far as is reasonably practicable, the safety of students, staff and others.</p> <p>Residential camping occurs at centres that have permanent facilities, such as toilets, showers, kitchen and/or dormitory accommodation. This includes showground camping (e.g. camping in open air sheds/structures or tents with access to toilet facilities).</p> <p>Base camping involves sleeping in tents in a natural area for 1 or more nights, either at places with no facilities or at camps where some facilities are provided.</p> <p>Lightweight camping is the use of a temporary site in a natural area for 1 or more nights and requires participants to carry camping equipment to the camping area.</p> <p>Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. bushwalking or swimming in locations other than pools while camping) must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>Schools should consider conducting this activity at a Department of Education Outdoor and Environmental Education Centre (OEEC) and consult with OEEC centre staff for risk assessment requirements.</p> <p>For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.</p> <p>For activities conducted off-site, schools must comply with the school excursions procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/camping		
Activity Description:	<p>Year Level: F-12+Adults</p> <p>Student Numbers: up to 130</p> <p>Supervision Ratio: Variable</p> <p>Activity Description: Residential camping in cabins & dorms</p> <p>Parental permissions are required</p>		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Accompanied residential camping.		
Start Date:	Friday, 23 January, 2026	End Date:	Friday, 26 March, 2027
On School Grounds:	Yes	Is parental permission required for this activity?	No

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Activity Requirements

- A registered teacher must be appointed to maintain overall responsibility for the activity.
- Teachers, in collaboration with other adult supervisors of the planned activity, determine additional risks, hazards and control measures relevant to the activity and the specific school/group circumstances in order to lift the safety standard above the minimum identified in the CARA guideline.
- Consult review comments from previous CARA records to improve safety standards based on the advice from the previous supervisors of the activity at the school.
- Prior consultation and collaboration with local expertise (e.g. e.g. [Department of Environment, Tourism, Science and Innovation](#) [for park alerts] and [Queensland Fire and Emergency Services](#)) is required for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.
- Reference to [Australian adventure activity standard](#) and [camping Australian adventure activity good practice guide](#) is required when planning this activity.
- Permission/permits are required to be obtained from land managers (e.g. [QGPF](#), local councils or private landholders), if applicable.



Students

- Schools must consider age, maturity and skill level of students when planning curriculum activities.
- Adjustments are required for [students with disability](#) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.
- Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure](#). Record information about any student condition (e.g. physical or medical, such as [epilepsy](#)) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.
- For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.
- For participants with known allergies, schools must comply with the [supporting students with asthma and/or at risk of anaphylaxis at school procedure](#) and the school's [anaphylaxis risk management plan](#), including an adult supervisor of the activity with [anaphylaxis training](#).



Emergency and first-aid

- Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. separation from group, evacuation procedure, thunderstorm, [snake bites](#)) and incorporate the advice from local authorities.
- Adult supervisors must have:
 - emergency contact details of all participants
 - a medical alert list and a process for administering student medication
 - communication equipment in weatherproof containers suitable to conditions (e.g. two-way radio, mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions
 - recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB] or personal locator beacon [PLB], flares)
 - an appointed emergency contact (e.g. the Principal, a park ranger, or local police) who is provided with a route card listing activity details (outline of the route to be followed, the number and names of the party, the estimated time of departure/arrival)
 - emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).
- Safety procedures must be determined for the location (e.g. out-of-bounds areas, roll marking, camping with indirect supervision) and incorporate advice from off-site facility, if relevant.
- Access is required to [first aid equipment](#) and consumables suitable for foreseeable incidents.



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Induction and instruction <ul style="list-style-type: none">• Induction is required for all adult supervisors on emergency procedures (e.g. lost member of group) and safety procedures (e.g. thunderstorms). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.• Instruction is required for students and adult supervisors on correct techniques (e.g. appropriate toileting procedures for the duration of the camp, sources of drinking water). Rule-reminders are to be provided throughout the activity.	<input checked="" type="checkbox"/>
Consent <p>Parent consent is required for all activities conducted off-site and all extreme risk level activities conducted onsite. It is strongly recommended that parent consent is obtained for high risk level activities conducted on-site.</p>	<input checked="" type="checkbox"/>

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Risk Management Details

Supervision	
<p>Principals, in consultation with the qualified adults, make final supervision decisions for the activity that considers the local context.</p> <p>Appropriate adult supervision must be provided to manage the activity safely i.e. prevent an incident from occurring and manage an incident if one were to occur, including managing emergency situations. The principal must give active consideration to the minimum standards set in the CARA guideline for the activity, the CARA planner and the risk assessment when determining the appropriate level of supervision.</p> <p><i>See Number of adult supervisors (below).</i></p> <p>Participants must adhere to all rules and advice communicated by the facility operator/owner and any safety signage at the facility/location.</p> <p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be familiar with the contents of the CARA record, including the Emergency and Supervision Plans. <p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be readily identifiable • must closely monitor students with health support needs • must provide active and direct supervision – be constantly vigilant, attentive and rescue ready • must comply with control measures from the CARA record and adapt as hazards arise • must provide appropriate supervision, including clear boundaries, for students during unstructured free time. <p>The activity must be suspended if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms).</p> <p>Number of adult supervisors</p> <p>Principals, in consultation with the qualified adults of the activity, determine the final number of supervisors to fulfil instructional, emergency and supervision roles for the local context that consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs. In some instances, the final supervision ratio may be 1:1.</p> <p>At least two adult supervisors are required for a group of 20 students. The camping Australian adventure activity good practice guide should be consulted for supervision ratios.</p> <p>If the minimum safety standard cannot be met, modify the activity (or elements of it) and use the hierarchy of controls to implement alternative control measures to meet or exceed the minimum safety standard (e.g. reduce the number of students participating at any one time).</p> <p>*See FAQ's for further support.</p>	<input checked="" type="checkbox"/>
<p>Most residential situations involve two distinct supervision types:</p> <ol style="list-style-type: none"> 1. Lead by DEEC Staff - predominantly in daylight hours incl. boating, ropes course, challenges cooking etc. 8am-5pm 2. Lead by School Camp Leader and other staff incl. teachers, teacher aides, volunteer parents etc. outside 8am-5pm hours. The camp leader must negotiate with their principal and have approval for all out of hour camp activities and supervision eg. evening activities, overnight sleeping arrangements, visits to off site venues etc. <p>DEEC is a residential camping site with permanent accommodation facilities, the visiting school is responsible for determining overnight supervision needs for their students.</p>	

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Supervisor Qualifications	
Qualifications support the minimum safety standard for this activity. Principals make final decisions* in determining supervisor capability (competence, relevance and currency) and whether the activity leader meets an appropriate teaching standard. * See FAQ's for further support.	
All adult supervisors must comply with the working with children authority—blue cards procedure . Qualified adults for the activity Recovery/emergency – CPR, First aid, Rescue	<input checked="" type="checkbox"/>
An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include: <ul style="list-style-type: none"> • HLTAID009 Provide cardiopulmonary resuscitation (CPR) • HLTAID010 Provide basic emergency life support • HLTAID011 Provide first aid • HLTAID013 Provide first aid in remote situations • or equivalent competencies. An adult with concussion management knowledge or training is recommended. Consult Concussion in sport resources . At least one adult supervisor is:	<input checked="" type="checkbox"/>
a registered teacher with competence (knowledge and skills) in residential camping activities or	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
Refer to the competencies outlined in the camping Australian adventure activity good practice guide for guidance. *See FAQ's for further support.	
The visiting school determine and manage requirements regarding overnight supervision and Working with Children Authority - Blue Cards checks for their staff and volunteers. A site induction is provided to visiting teachers prior to the first evening.	

Facilities and Equipment	
The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.	

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Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. Consider the geography when planning the route, to avoid walking along cliff edges (slipping hazard) and below cliff faces (falling rocks). Plan alternative routes in case of emergency situations (e.g. bushfire, thunderstorm, extreme temperature, king tide).	<input checked="" type="checkbox"/>
Participants must wear personal protective equipment as relevant (e.g. long-sleeved shirt and pants for all weather extremes, wind and rain jacket and suitable enclosed footwear).	<input checked="" type="checkbox"/>
All equipment must be used in accordance with the manufacturer's instructions.	<input checked="" type="checkbox"/>
Establish and employ a process for checking for damage for all equipment used in the activity.	<input checked="" type="checkbox"/>
A retirement schedule must be developed to replace equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.	<input checked="" type="checkbox"/>
Personal equipment for all participants including, but not limited to: <ul style="list-style-type: none"> 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. 	<input checked="" type="checkbox"/>
Camp attendees are provided with a packing list that suits the residential nature of the camp environment.	

Hazards and Control Measures

Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
Environmental hazards	
Animal bites/diseases - Stings, Poisoning, Infection <ul style="list-style-type: none"> 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. Showground camping to be set up in a designated area away from restrained animals (e.g. sheep or cattle). 	<input checked="" type="checkbox"/>

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<p>Environmental conditions - Weather, Surrounds, Surfaces</p> <ul style="list-style-type: none"> Assess weather conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. Follow the school's sun safety policy, including appropriate clothing, sun protection (e.g. sunscreen) and shade facilities when outside. Ensure tents are not erected under large trees. Brief all participants on: <ul style="list-style-type: none"> 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, ticks, leeches). Constantly monitor surroundings for weather, terrain and wildlife hazards over the duration of the camp. Follow the managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions. Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions. Use torches at night when moving around site. 	<input checked="" type="checkbox"/>
<p>Facilities and equipment hazards</p>	
<p>Manual handling - Lifting equipment, manipulating/moving students</p> <ul style="list-style-type: none"> Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying (e.g. hoists, wheelchairs). 	<input checked="" type="checkbox"/>
<p>Heat sources</p> <ul style="list-style-type: none"> Open flames (e.g. camp fires) are positioned, built, monitored and extinguished 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. Position food preparation, shelter and sanitation to avoid any potential physical and health hazards. 	<input checked="" type="checkbox"/>
<p>Student considerations</p>	
<p>Injury</p> <ul style="list-style-type: none"> Students aware of the location of emergency and first-aid equipment. 	<input checked="" type="checkbox"/>
<p>Physical exertion - Exhaustion and fatigue</p> <ul style="list-style-type: none"> Conduct warm-up/cool-down activities. Continually monitor participants for signs of fatigue and exhaustion. Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. 	<input checked="" type="checkbox"/>
<p>Student issues - Student numbers, High risk behaviours, Medical conditions, Separation from the group</p> <ul style="list-style-type: none"> Brief all participants on: <ul style="list-style-type: none"> 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 before, during and after the activity. 	<input checked="" type="checkbox"/>

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Visibility <ul style="list-style-type: none"> • Have students wear easily identifiable clothing (e.g. high visibility shirts). • Ensure staff can easily recognise those students with health support needs and are familiar with their needs. 	<input type="checkbox"/>
Additional links Outdoors Queensland The Duke of Edinburgh's International Award - Queensland	
<p>When collecting firewood - be on the lookout for snakes, spiders or poisonous plants. A fixed boundary surrounds the DEEC fire pit which is hosed out at the end of the session. Students are not permitted to enter the fire pit when not in use or without supervision of an adult. We recommend not wearing synthetic clothing when around the campfire and keeping long hair tied back. Students recommended to wear closed in shoes if they are roasting marshmallows. Marshmallow roasting tools are not to be swung around (strike danger).</p> <p>Students are not required to wear identifiable clothing on camp as it is a residential site. Alternative arrangements exist for other activities such as swimming and are detailed in the appropriate CARA.</p>	

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Planning Considerations

Which students will be involved?

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

Where will the students be?

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students 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.
- 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?

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- 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 e.g. 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, will not be shared between students.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [Relevant department procedures and guidelines](#) are adhered to for the use of equipment and work processes.

Who will be leading the activity?

- A registered teacher has 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 competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

☒ I have incorporated the above factors when planning my risk management strategies for this activity.

☒ Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.

Individual student needs - Students' specialised learning/behaviour/health needs are considered and strategies are developed in collaboration with relevant school staff prior to attending camp and participating in this activity.