

# Daradgee Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 23-Jan-2026			
Activity:	<b>Challenge Low Ropes &amp; Group Activities</b>		
Activity Scope:	<p>Guideline review date: 24 September 2025</p> <p>This guideline demonstrates the minimum safety standard for student participation in low ropes courses and group challenge activities 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 <a href="#">Work Health and Safety Act 2011 (Qld)</a>, to ensure, as far as is reasonably practicable, the safety of students, staff and others.</p> <p>Low ropes activities refer to any activity that requires an individual or pair to complete an element conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.</p> <p>Group activities refers to any activity undertaken by a small to large group conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting or adult supervisor directed dismount.</p> <p>Where the participant's safety can no longer be achieved by spotting and/or if participant's feet are over 1.8m above the ground refer to the <a href="#">challenge high ropes guideline</a>.</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. <a href="#">challenge low ropes and group activities</a> while <a href="#">camping</a>) 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 <a href="#">Outdoor and Environmental Education Centre (OEEC)</a> 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 <a href="#">school excursions procedure</a>.</p>		
Guidelines:	<a href="https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/challenge-low-ropes-group-activities">https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/challenge-low-ropes-group-activities</a>		
Activity Description:	<p>Year Level: F-12 Student Numbers: up to 50 Supervision Ratio: variable (see supervision requirements) Teachers/leaders: DEEC staff and accompanying adults Activity Description: Low Ropes Challenge Course and Mohawk Walk</p>		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Low ropes and group activities conducted at a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.		
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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<b>Activity Requirements</b>	
<ul style="list-style-type: none"><li>• A registered teacher must be appointed to maintain overall responsibility for the activity.</li><li>• 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.</li><li>• 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.</li><li>• Prior consultation and collaboration with local expertise (e.g. venue manager) is required for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.</li><li>• Reference to <a href="#">Australian adventure activity standard, challenge courses Australian adventure activity good practice guide</a> is required when planning this activity.</li><li>• Permission/permits are required to be obtained from land managers (e.g. <a href="#">QGPF</a>, local councils or private landholders), if applicable.</li><li>• Assessment and management of risks associated with <a href="#">working at heights</a> must occur.</li><li>• Inspection and maintenance of the ropes course must comply with AS2316.2.2:2016—artificial climbing structures and challenge courses flying foxes and challenge ropes courses—operation requirements.</li><li>• Routine visual checks must be carried out by the adult supervisor leading the activity before each use of the course to ensure there is no obvious damage; the site is safe and; the integrity of the safety systems.</li><li>• Operational inspection must be carried out by an adult supervisor who has a statement of attainment from a Registered Training Organisation (RTO) covering <a href="#">SIS0CHC005—manage challenge course or similar</a> every 3 months, or as indicated in the manufacturer's instruction, to confirm no damage or degradation.</li><li>• Periodic inspection must be carried out at least once every year by an independent certified inspection body (e.g. registered builder of challenge ropes courses) and to include routine visual check; operational inspection; assessment of worn components; and where the inspector deems necessary dismantling of parts; excavation to reveal condition of items underground and/or routine proof testing.</li><li>• If challenge ropes course is built in trees, the trees must be inspected by a competent person annually or as advised by the manufacturer of the ropes course.</li><li>• Records and/or certification of inspections must be made available to participating schools.</li></ul>	<input checked="" type="checkbox"/>
<b>Students</b>	
<ul style="list-style-type: none"><li>• Schools must consider age, maturity and skill level of students when planning curriculum activities.</li><li>• Adjustments are required for <a href="#">students with disability</a> 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.</li><li>• Schools must consult current student medical information and/or health plans in accordance with the <a href="#">managing students' health support needs at school procedure</a>. Record information about any student condition (e.g. physical or medical, such as <a href="#">epilepsy</a>) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.</li><li>• 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.</li><li>• For participants with known allergies, schools must comply with the <a href="#">supporting students with asthma and/or at risk of anaphylaxis at school procedure</a> and the school's <a href="#">anaphylaxis risk management plan</a>, including an adult supervisor of the activity with <a href="#">anaphylaxis training</a>.</li></ul>	<input checked="" type="checkbox"/>

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<b>Emergency and first-aid</b> <ul style="list-style-type: none"><li>Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuations procedure, <a href="#">snake bites</a>) and incorporate the advice from local authorities.</li><li>Adult supervisors must have:<ul style="list-style-type: none"><li>emergency contact details of all participants</li><li>a medical alert list and a process for administering student medication</li><li>communication equipment 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.</li><li>recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB] or personal locator beacon [PLB], flares)</li><li>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</li><li>emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).</li></ul></li><li>Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment) and incorporate advice from off-site facility, if relevant.</li><li>Access is required to <a href="#">first aid equipment</a> and consumables suitable for foreseeable incidents.</li></ul>	<input checked="" type="checkbox"/>
<b>Induction and instruction</b> <ul style="list-style-type: none"><li>Induction is required for all adult supervisors on emergency procedures (e.g. rescue from height) and safety procedures (e.g. out of bounds areas, roll marking). 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.</li><li>Instruction is required for students and adult supervisors on correct techniques (e.g. spotting, correct use of equipment). Rule-reminders are to be provided throughout the activity.</li></ul>	<input checked="" type="checkbox"/>
<b>Consent</b> <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 onsite.</p>	<input checked="" type="checkbox"/>

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### Risk Management Details

#### Supervision

Principals, in consultation with the qualified adults, make final supervision decisions for the activity that considers the local context.

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.

See *Number of adult supervisors (below)*.

Participants must adhere to all rules and advice communicated by the facility operator/owner and any safety signage at the facility/location.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record, including the Emergency and Supervision Plans.

During the activity, all adult supervisors:

- must provide active and direct supervision – be constantly vigilant, attentive and rescue ready
- must remove participants for the safety of the group or individuals, if applicable
- must comply with control measures from the CARA record and adapt as hazards arise
- must not rely on students to recover a person in difficulty at any time.

The activity must be suspended if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms).

#### Number of adult supervisors

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.

Due to the risk associated with falls from height, spotters must be used in order to protect the participant's upper body and head from heavy contact with the ground. Spotters are required when the feet of the participant are up to 1.8m above the ground ([Australian Standard AS 2316.2.1:2016](#)). If participant's feet are over 1.8m above the ground refer to the [challenge high ropes guideline](#).

The [challenge courses Australian adventure activity good practice guide](#) should be consulted for supervision ratios.

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).

\*See [FAQ's](#) for further support.

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<b>Supervisor Qualifications</b>	
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. * <a href="#">See FAQ's for further support</a> .	<input type="checkbox"/>
All adult supervisors must comply with the <a href="#">working with children authority—blue cards procedure</a> .	<input checked="" type="checkbox"/>
<b>Qualified adults for the activity</b>	
<b>Recovery/emergency – CPR, First aid, Rescue</b>	
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"><li>• <a href="#">HLTAID009</a> Provide cardiopulmonary resuscitation (CPR)</li><li>• <a href="#">HLTAID010</a> Provide basic emergency life support</li><li>• <a href="#">HLTAID011</a> Provide first aid</li><li>• <a href="#">HLTAID013</a> Provide first aid in remote situations</li><li>• or equivalent competencies.</li></ul>	<input checked="" type="checkbox"/>
An adult with concussion management knowledge or training is recommended. Consult <a href="#">Concussion in sport resources</a> .	<input type="checkbox"/>
At least one adult supervisor is:	
a registered teacher with competence (knowledge and skills) and experience in leading challenge low ropes activities	<input type="checkbox"/>
or	
an adult supervisor, working under the direct supervision of a registered teacher, with qualifications <a href="#">SISOCCHC001—lead challenge course sessions, low elements</a> or similar.	<input type="checkbox"/>
Refer to the <a href="#">challenge courses Australian adventure activity good practice guide</a> and <a href="#">SIS—Sport, fitness and recreation training package</a> for further information on supervisor qualifications.	
*See <a href="#">FAQ's for further support</a> .	
Refer to the Challenge Courses Australian Adventure Activity Good Practice Guide and SIS - Sport, Fitness and Recreation Training Package for further information on supervisor qualifications.	

<b>Facilities and Equipment</b>	
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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Vehicle access must be available at all times.	<input type="checkbox"/>
Participants must wear <a href="#">personal protective equipment</a> as relevant (e.g. firmly fitting enclosed non-slip footwear, clothing appropriate to activity and weather conditions).	<input checked="" type="checkbox"/>
Equipment must be sized to match the ability and strength of students.	<input checked="" type="checkbox"/>
All equipment must be used in accordance with the manufacturer's instructions.	<input checked="" type="checkbox"/>
A process for checking for damage for all equipment used in the activity must be established and employed.	<input checked="" type="checkbox"/>
A log of equipment use, maintenance and inspection for each course must be kept and made available to participating schools upon request.	<input checked="" type="checkbox"/>
Equipment (e.g. harnesses, helmets, ropes, lanyards) must be retired by manufacturer's nominated expiry date or when significant wear appears that could impact the safety of the participant. A retirement of equipment policy developed.	<input checked="" type="checkbox"/>
Procedures and systems used should be consistent throughout the challenge course activity session.	<input checked="" type="checkbox"/>
Where a spotter cannot effectively reach mid-torso of the climber, participants must wear secured and correctly fitted helmets compliant with <a href="#">International Mountaineering and Climbing Federation (UIAA)</a> , European Community (CE) standard or equivalent (refer to UIAA safety standards for more information) for the duration of the activity. If helmets are worn, they must be secured and correctly fitted for the duration of the activity and must meet Australian Standards.	<input type="checkbox"/>

Hazards and Control Measures
Further to those listed, include any additional hazards and control measures considering the local context of the activity.
Environmental hazards
<b>Animal bites - Stings, Infection</b> <ul style="list-style-type: none"> <li>• Adhere to established practices regarding the use of insect repellent, outlined in <a href="#">insect viruses and allergies</a>.</li> <li>• Brief all participants on basic first aid procedures for biological hazards they may encounter (e.g. <a href="#">snakes</a>, ticks, leeches).</li> </ul>

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<b>Environmental conditions - Weather, Surrounds, Surfaces</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Assess <a href="#">weather conditions</a> prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.</li> <li>Follow the <a href="#">school's sun safety policy</a>, including appropriate clothing, sun protection (e.g. sunscreen) and shade facilities when outside.</li> <li>Follow the <a href="#">managing excessive heat in schools guidelines</a> when participating in very hot or extreme heat conditions.</li> <li>Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.</li> </ul>	
<b>Facilities and equipment hazards</b>	
<b>Activity location</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed. Undertake a reconnaissance of new or infrequently used venues to ascertain suitability.</li> </ul>	
<b>Faulty or dangerous equipment</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Check equipment prior to the start of each session. Pay particular attention to fastening systems when removable rope systems are used.</li> </ul>	
<b>Student considerations</b>	
<b>Injury</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Students aware of the location of emergency and first-aid equipment.</li> </ul>	
<b>Physical exertion - Exhaustion and fatigue</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Continuously monitor students for signs of fear, hesitancy, loss of balance, fatigue, disorientation and/or exhaustion.</li> <li>Adopt system of signals to clearly communicate the need for assistance if in difficulty.</li> <li>Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.</li> </ul>	
<b>Student issues</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Conduct appropriate lead-up activities (e.g. trust, cooperation, communication).</li> <li>Provide suitable options to allow 'challenge by choice'.</li> <li>Provide scaffolded experiences to build participant skill level, knowledge and experience.</li> <li>Guide students through an activity or provide a demonstration prior to undertaking the activity.</li> <li>Use trained, competent spotters.</li> <li>Remove accessories (e.g. jewellery, lanyards) before participating.</li> <li>Ensure fingernails and hair do not pose a hazard.</li> <li>Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants before, during and after the activity.</li> </ul>	
<b>Visibility</b>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Ensure staff can easily recognise those students with health support needs and are familiar with their needs.</li> </ul>	

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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.

<input checked="" type="checkbox"/> I have incorporated the above factors when planning my risk management strategies for this activity.
<input checked="" type="checkbox"/> 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.