

# Daradgee Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 01-Feb-2024			
Activity:	<b>Swimming in locations other than pools</b>		
Activity Scope:	<p>This guideline is provided to support schools in implementing the <a href="#">Managing risks in school curriculum activities procedure</a>.</p> <p>The <a href="#">CARA planner</a> must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.</p> <p>For activities beyond the scope of this guideline, complete a CARA record using the <a href="#">CARA generic template</a>.</p> <p><b>This guideline relates to student participation in water safety and swimming education activities (e.g. <a href="#">Water Safety and Swimming Education Program</a>) as an activity to support curriculum delivery in a location other than a swimming pool.</b> Such locations include clear, shallow, calm and confined swimming areas at natural venues (e.g. dams and non-surf beaches), clear, deep and/or flowing swimming areas (e.g. lakes, rivers, deep non-surf beaches and dams), bodies of water exposed to currents, strong winds, large waves and/or access to open waters (e.g. beaches exposed to rip and swell conditions, and lakes or rivers exposed to currents).</p> <p>For swimming activities in pools, use the <a href="#">CARA guideline</a> for <i>Swimming in pools</i>.</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="#">Swimming in locations other than pools</a> while <a href="#">Camping</a>) must comply with the requirements of all CARA guidelines appropriate to the activity.</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</a> and <a href="#">International school study tours</a> procedure</p> <p>For activities conducted as part of representative school sport programs, schools should consult with <a href="#">Queensland School Sport</a>.</p>		
Guidelines:	<a href="https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines</a>		
Activity Description:	Year Level: F-12 Student Numbers: variable Supervision Ratio: variable Teachers/leaders: DEEC teachers, visiting teachers, TA, parents etc. Activity Description: supervised swimming and wading in a freshwater creek ie. Polly Creek, and Babinda Boulders.		
Inherent Risk Level:	High		
Inherent Risk Level Description:	Water safety and swimming education activities in a location other than a swimming pool.		
Start Date:	Thursday, 01 February, 2024	End Date:	Saturday, 01 March, 2025
On School Grounds:	No	Is parental permission required for this activity?	Yes

### Activity Requirements

Prior consultation is required with local authority (e.g. lifeguard service, [marine park managers](#)) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and

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public safety.

Confirmation of student water safety and swimming competence is required prior to participation. The process is determined by the school and must consider the specific aquatic environments in which the activity will take place. Consult the Sequence of competency [Water Safety and Swimming Education Program](#) for support in determining age-appropriate suitability and consider student self-rescue skills in the specific aquatic environment.

Open wound management must occur before, during and after the activity. Consult [Infection control guidelines](#) and Queensland Health's [Exclusion periods for infectious conditions](#) poster for first aid and hygienic practices.

### Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Consult the Sequence of competency found in [Water Safety and Swimming Education Program](#) for guidance at each year/band level. 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.

### Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, rescue process, provision of CPR and [first aid](#)) 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 waterproof containers suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. water entry, out of bounds areas) and incorporate advice from local authorities, [Beachsafe](#) website and/or [Inland Waterways](#) as appropriate.

Access is required to buoyant and rescue aids appropriate to the location. For example, light-weight poles/water noodles/ropes with a float attached for shallow, calm swimming areas; or a rescue tube/board for bodies of water exposed to rips, waves or currents.

Access is required to [First aid equipment](#) and consumables suitable for foreseeable incidents

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- [HLTAID009](#) Provide cardiopulmonary resuscitation (CPR) or equivalent; and
- [HLTAID11](#) Provide first aid
- or equivalent competencies.

### Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. hand up for assistance, rescue process), safety procedures (e.g. active supervision, whistle signals) and correct techniques. 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 safety procedures and correct techniques (e.g. buddy up, water entry).

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<p><b>Consent</b></p> <p><a href="#">Parent consent</a> is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.</p>	
<p><b>The activity requirements have been met and any additional requirements for the activity are included below or attached.</b></p>	<input checked="" type="checkbox"/>

### Risk Management Details

<b>Supervision</b>	
<p>Note: Lifeguard services are not considered as supervisors of the activity</p>	
<p>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.</p>	<input checked="" type="checkbox"/>
<p>The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.</p>	<input checked="" type="checkbox"/>
<p>Specific roles for supervisors must include recovery, emergency and general supervision roles.</p>	<input checked="" type="checkbox"/>
<p>At least two adult supervisors are required. Final supervision required to fulfil recovery, emergency and supervision roles must consider the nature of the activity, students' ages, swimming competence and specialised learning, access and/or health needs.</p> <ul style="list-style-type: none"> <li>• For activities with a class group of students in Years 7 – 12 who are determined to be water-safe in the activity location (e.g. <a href="#">Surf survival certificate</a>), one registered teacher may be sufficient to fulfil recovery, emergency and supervision roles for activities. In this situation, students must be inducted to respond correctly in an emergency by clearing the water, assembling in a safe area and providing assistance (e.g. seeking adult help, summoning an ambulance and/or acting in a support role in resuscitation).</li> </ul>	<input checked="" type="checkbox"/>
<p>Participants must adhere to all rules and advice communicated by local lifeguard service, facility operator/owner and any safety signage at the facility/location.</p>	<input checked="" type="checkbox"/>
<p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>• must be familiar with the contents of the CARA record</li> <li>• must 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> </ul>	<input checked="" type="checkbox"/>

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During the activity, all adult supervisors:

- must be readily identifiable
- must be appropriately dressed to perform an immediate rescue at all times
- must closely monitor students with health support needs
- must ensure all students in the water are in sight of at least one adult supervisor at all times
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms)
- must not allow competitive breath-holding or "no-breath" underwater games
- must not rely on students to recover a person in difficulty at any time.



Note: Consideration of the risks associated with the specific aquatic environment where the activity is to take place should account for the adult supervisors' capability, relevance and currency.

At Babinda Boulders, all students and staff are expected to comply with the relevant signage and not swim in the "no swim" areas. All adults will be asked to help supervise students and will be spread out in the designated swimming area. At least one adult will be asked to remain out of the water at the entry/exit point. This adult will be the designated emergency contact person meaning they must drive to where phone signal is obtainable and dial 000 as needed.

A DEEC staff member will carry a rescue tube, scan students and carry out head counts. The DEEC staff member will conduct CPR if required. Other qualified adults may be asked to assist with CPR if needed.

Another adult supervisor may be asked to clear the swimming area in the event of an emergency and count the remaining students. If possible, students are to be moved to a safe area away from the student or adult receiving CPR.

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Supervisor Qualifications	
All adult supervisors must comply with the <a href="#">Working with Children Authority - Blue Cards</a> procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.	<input checked="" type="checkbox"/>
A registered teacher must be appointed to maintain overall responsibility for the activity.	<input checked="" type="checkbox"/>
At least one adult supervisor is required to have a current water safety and swimming teacher qualification from a registered training organisation (RTO) or governing sporting body (e.g. <a href="#">AUSTSWIM</a> ) and demonstrate capacity to perform an appropriate rescue procedure including using appropriate rescue aids.	<input type="checkbox"/>
At least one adult supervisor is required to be:	
A registered teacher with demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include: <ul style="list-style-type: none"> <li>• qualifications in Physical Education or similar or</li> <li>• a current statement of attainment from a registered training organisation (RTO) or governing sporting body covering <a href="#">SISCAQU002 - Perform basic water rescues</a> unit of competency or</li> <li>• a current bronze medallion appropriate to the activity environment</li> <li>• or another method determined by the principal</li> </ul>	<input checked="" type="checkbox"/>
or	
An adult supervisor, working under the direct supervision of a registered teacher, with a current bronze medallion appropriate to the activity environment.	<input checked="" type="checkbox"/>
All DEEC staff hold a current bronze medallion and can perform CPR.	

Facilities and Equipment	
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 locations to ascertain suitability. Check with the local authority (e.g. local government) for the presence of known water contaminants (e.g. effluent, blue-green algae) or other marine hazards (e.g. stonefish) at the location.	<input checked="" type="checkbox"/>
A clearly defined swimming area of an appropriate depth considering student age and ability. Consult the <a href="#">Water Safety and Swimming Education Program</a> for guidance at each year/band level. Depending on the location, rope floats or anchored buoys linked with ropes should be used to define the swimming boundary.	<input checked="" type="checkbox"/>
Assess suitability of surrounds and reach of water when selecting a location. Consider local water conditions and foreseeable hazards such as; <ul style="list-style-type: none"> <li>• tidal flow, currents and turbulence</li> <li>• use by other watercraft and traffic patterns</li> <li>• water temperature, depth and visibility</li> <li>• underwater hazards (e.g. rocks and rapids, turbulence from a waterfall)</li> <li>• dangerous marine life.</li> </ul>	<input checked="" type="checkbox"/>

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Participants must wear <a href="#">Personal protective equipment</a> as relevant for the location and conditions (e.g. enclosed footwear).	<input checked="" type="checkbox"/>
A working emergency signal (e.g. whistle, air horn) must be available.	<input checked="" type="checkbox"/>
In open water, a pontoon, boat or float must be in close proximity to students.	<input type="checkbox"/>
Follow the school's <a href="#">Sun safety strategy</a> , including appropriate swimwear (e.g. swim shirts), sun protection (e.g. sunscreen) and shade facilities when outside.	<input checked="" type="checkbox"/>
Each student must provide their own towel.	<input checked="" type="checkbox"/>
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.	<input checked="" type="checkbox"/>
Information regarding water quality is not reliably available.	

### Hazards and Control Measures

Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
<b>Environmental hazards</b>	
<i>Biological material</i>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Follow appropriate <a href="#">cleaning and hygiene management practices</a> when using shared equipment</li> </ul>	
<i>Environmental conditions - Weather, surfaces, surrounds</i>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Follow the <a href="#">Managing excessive heat in schools</a> guidelines when participating in very hot or extreme heat conditions.</li> <li>Assess the location for floating debris before each session.</li> <li>Ensure stinger suits and/or footwear is worn in the water when appropriate (e.g. enclosed footwear with thick soles when swimming in creeks or estuaries where dangers such as stonefish may be present).</li> <li>Continuously monitor conditions for emerging rips, strong currents, turbulence and under tows. Cease activities when environmental warnings have been issued (e.g. local government or lifeguard warning).</li> </ul>	
<b>Facilities and equipment hazards</b>	
<i>Entry/exit points</i>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Use the designated swimming areas when conducting the activity on patrolled beaches.</li> <li>Establish appropriate entry and exit points at the water's edge.</li> </ul>	

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<p><i>Instructional aids</i></p> <ul style="list-style-type: none"> <li>• Check instructional aids (e.g. kickboards, water noodles) for damage before and during the activity. Do not use aquatic toys as instructional aids.</li> <li>• Prevent participants from swimming under pontoons, boats and platforms.</li> </ul>	<input checked="" type="checkbox"/>
<p><i>Manual handling</i></p> <ul style="list-style-type: none"> <li>• Use correct manual handling processes when <a href="#">lifting</a>, lowering, pushing, pulling or carrying.</li> </ul>	<input checked="" type="checkbox"/>
<p><b>Student considerations</b></p>	
<p><i>Deep water - risk of drowning, submersion</i></p> <ul style="list-style-type: none"> <li>• Allocate safe swimming areas (e.g. shallow water) for non-confident or reluctant swimmers. Provide learning experiences appropriate to swimming confidence and competence.</li> <li>• Closely monitor students in deep water.</li> <li>• Restrict access if turbulence may be expected (e.g. where a waterfall empties into deep water).</li> </ul>	<input checked="" type="checkbox"/>
<p><i>Entanglement</i></p> <ul style="list-style-type: none"> <li>• Wear swimming caps if hair poses a hazard.</li> <li>• Remove accessories (e.g. jewellery, lanyards) before participating.</li> </ul>	<input checked="" type="checkbox"/>
<p><i>Hyperventilation</i></p> <ul style="list-style-type: none"> <li>• Encourage participants to take a full/deep breath before submerging. Closely monitor students for involuntary multiple, shallow breaths.</li> <li>• Do not allow competitive breath-holding or "no-breath" underwater games.</li> </ul>	<input checked="" type="checkbox"/>
<p><i>Physical exertion -exhaustion and fatigue</i></p> <ul style="list-style-type: none"> <li>• Conduct <a href="#">warm-up/cool-down</a> activities.</li> <li>• Continually monitor participants for signs of fatigue and exhaustion.</li> <li>• Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.</li> </ul>	<input checked="" type="checkbox"/>
<p><i>Student issues - student numbers, special needs, high risk behaviours, medical conditions, separation from the group</i></p> <ul style="list-style-type: none"> <li>• Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants.</li> <li>• Have students wear easily identifiable clothing (e.g. high visibility rash vest). Ensure staff can easily recognise those students with health support needs (in and out of the water) and are familiar with their needs.</li> <li>• Limit the number of students in the water when close supervision is required.</li> </ul>	<input checked="" type="checkbox"/>

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### Additional links

[Provision of Learn to Swim programs](#)

[Royal Life Saving Society](#)

[Surf Life Saving Australia](#)

[Australian Water Safety Council](#)

[Epilepsy Queensland](#)

Babinda Boulders: first aid kit needs to be readily available. There are no bullrouts at Babinda Boulders. Be aware that there is a Multi-purpose health centre at 128 Munro Street Babinda if it is required.

DEEC teacher will explain where students may swim and provide information on where shallow and deep areas are. All students are to wear life jackets at Babinda boulders.

At risk swimmer identification - identification of non-swimmers, students with relevant medical action plans will be determined. Buddy checks - approx. every 5 mins, blow whistle, freeze, point to buddy, frequent head counts. All students to wear life jackets.

Polly Creek: first aid kit and consumable items (e.g. hot water for bullrout stings) need to be readily available. At risk swimmer identification - identification of non-swimmers, students with relevant medical action plans will be determined. Buddy checks - approx. every 5 mins, blow whistle, freeze, point to buddy, frequent head counts. Life jackets to be worn by student non-swimmers/ weak swimmers students (F- grade 10).

## Approval Details

**Approval Status: Draft**

Approval Officer Name:

Approval Date:



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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.