

Nudgee Beach Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 01-Apr-2025			
Activity:	Agricultural activities (hand operated machinery)		
Activity Scope:	<p>This guideline is provided to support schools in implementing the Managing risks in school curriculum activities procedure.</p> <p>The CARA planner 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 CARA generic template.</p> <p>This guideline relates to student participation in agricultural activities using hand operated agricultural machinery as an activity to support curriculum delivery. Hand operated agricultural machinery refers to machines used to perform tasks in the development and maintenance of agricultural activities (e.g. machinery ranging from simple to complex mechanical machines which incorporate motors, shafts, pulleys, belts and blades).</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. Agricultural activities (light vehicles, towing and trailers) guideline and Agricultural activities (construction) guideline) 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 School excursions and/or International school study tours procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:	To safely and effectively use a whipper snipper (also known as a string trimmer or line trimmer) to cut and control weed grasses in a designated area. Equipment - Whipper snipper (petrol or electric) - Protective gear (gloves, safety glasses, ear protection, long pants, long-sleeved shirt, closed-toe shoes) - Fuel (if applicable)		
Inherent Risk Level:	High		
Inherent Risk Level Description:	Using machines with complex mechanical processes and motors to drive high-speed cutters that are not exposed (e.g. motorised line trimmers).		
Start Date:	Tuesday, 01 April, 2025	End Date:	Friday, 12 December, 2025
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

<p>Reference to the Children and young workers - Code of Practice 2006, the Worksafe - Serious about farm safety guide and the Hazardous manual tasks - Code of practice 2011 is required when planning this activity.</p> <p>The Guide to managing electrical equipment in departmental schools and workplaces and the standard operating procedures (SOP) for Equipment and Machinery Resources must be followed.</p> <p>The risks associated with working at heights, confined spaces, biological, asbestos, slip/trip/fall, noise must be assessed and managed.</p>	
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Local government building and planning requirements must be complied with.

Permission/permits are required to be obtained from land managers (e.g. local councils or private landholders), if applicable.

Parents/carers must be informed about the necessity of relevant vaccinations (e.g. [Q fever](#)).

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) 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 (immediately bring machinery to a stop, laceration, pinch/crush, provision of [first aid](#)).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication;
- communication equipment 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. working at height) and are to be informed by information provided as manufacturer's instructions, product labels, vendor SDS and SOP as relevant.

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

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](#).

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

- [HLTAID009](#) Provide cardiopulmonary resuscitation (CPR);
- [HLTAID010](#) Provide basic emergency life support;
- [HLTAID011](#) Provide first aid;
- [HLTAID012](#) Provide emergency first aid response in an education and care setting;
- [HLTAID013](#) Provide first aid in remote situations;

or equivalent competencies.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. immediately bring machinery to a stop, laceration) and safety procedures (e.g. working at height). 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. safe use of plant and equipment).

Consent

[Parent consent](#) is required for all activities conducted off-site.

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

Risk Management Details

Supervision	
<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' 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>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be familiar with the contents of the CARA record • must assess weather conditions, and obtain accurate information expected conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. Prevent hazards by ensuring appropriate control measures are in place for unfavourable weather conditions (e.g. dampen dust during high wind, control slipping hazards after rain). 	<input checked="" type="checkbox"/>
<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 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 metal cutting blades to be used in motorised brush cutters. 	<input checked="" type="checkbox"/>
<p>Ratio of 1:4 for the supervisor</p>	

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Supervisor Qualifications	
All adult supervisors must comply with the Working with Children Authority - Blue Cards 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 be:	<input checked="" type="checkbox"/>
A registered teacher with competence (knowledge and skills) in the operation of agricultural machinery and qualifications (e.g. Certificate II in Agriculture or similar) or another method determined by the principal.	<input checked="" type="checkbox"/>
OR	
An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in the operation of agricultural machinery and qualifications (e.g. Certificate III in Agriculture or Certificate III in Rural Machinery Operations or similar) or another method determined by the principal.	<input type="checkbox"/>
Ratio of 1:4 for the supervisor	

Facilities and Equipment	
Consult Chemicals in curriculum activities for support in assessing the risks of chemicals used with/by students in curriculum activities.	<input checked="" type="checkbox"/>
If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on Chemicals in curriculum activities and Plant, equipment and materials in curriculum activities .	<input checked="" type="checkbox"/>
Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.	<input checked="" type="checkbox"/>
Participants must wear Personal protective equipment as relevant (e.g. appropriate enclosed footwear [steel cap boots when relevant], leather gloves [if using split posts or other splintering timber or barbed wire], hearing protection, safety glasses with Australian Standards specification, breathing protection [e.g. mask] to protect against airborne particles).	<input checked="" type="checkbox"/>
Equipment must be sized to match the ability and strength of students.	<input checked="" type="checkbox"/>
Agricultural machinery must conform to Australian Standards , be fit for purpose, in good working order, properly maintained and used in accordance with manufacturers' instructions and relevant codes of practice , and safe operating procedures (SOP).	<input checked="" type="checkbox"/>

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A maintenance schedule (e.g. checking for damage, repairing, sharpening) must be established and enacted for all plant and equipment used in the activity (e.g. hand/power tools, machinery). Consult Equipment Maintenance Records (EMR) and Plant & Equipment Risk Assessments (P&ERA) documents.	<input checked="" type="checkbox"/>
A retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.	<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"/>
Tools to be well maintained and sharpened, stored appropriately when not in use, transported safely (e.g. using a protective cover) and cleaned following use. Consult Managing plant and equipment in Industrial Technology and Design fact sheet for advice on tool maintenance.	<input checked="" type="checkbox"/>
Metal cutting blades must not be used in motorised brush cutters.	<input checked="" type="checkbox"/>
Portable safety switches must be used where there are no residual current devices installed.	<input type="checkbox"/>
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.	<input type="checkbox"/>
No private equipment will be used. Regularly review and update the risk assessment - Monitor operator compliance with control measures - Update control measures as necessary	

Hazards and Control Measures

Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
Animal bites/diseases - stings, poisoning, infection	
Ensure the location is clear of obstacles and wildlife (e.g. snakes) that may pose hazards. Control allergen and disease risks associated with working with animals and with dust, dry matter and airborne organisms in stockyards (e.g. Qfever). Follow appropriate hand washing procedures after working in and around animal environments.	<input checked="" type="checkbox"/>
Environmental conditions - weather, surfaces, surrounds	
The school's sun safety strategy must be followed.	<input checked="" type="checkbox"/>
Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions.	<input checked="" type="checkbox"/>
Drink breaks to occur regularly. Make water available for individual participants between drink breaks.	<input checked="" type="checkbox"/>

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Electricity - burns, electrocution	
If power is required, ensure electrical or extension leads do not pose a tripping hazard.	<input type="checkbox"/>
Faulty or dangerous equipment	
Disengage/turn off electric fencing and display signage to signify which wires are electrified when working in close proximity to electric fencing.	<input type="checkbox"/>
Do not overstrain wire. Use a wire strain gauge to measure the strain on the wire at all times.	<input type="checkbox"/>
Equipment situated where it does not pose potential hazards.	<input checked="" type="checkbox"/>
Hazardous substances - corrosive, flammable chemicals	
Ensure all chemicals required for the decontamination processes are arranged in advance and are readily available.	<input checked="" type="checkbox"/>
Heat sources - burns	
Sufficient space must be available to work safely with hot equipment/heat sources (e.g. a safety zone when using welding tools).	<input checked="" type="checkbox"/>
Heights/ falling objects - falling from height	
Assess and manage risks associated with working at heights .	<input type="checkbox"/>
Exclusion zones clearly marked to prevent falling objects striking participants when working at heights.	<input type="checkbox"/>
Noise	
Consult Managing noise in manual arts/industrial technology and design workshops fact sheet.	<input checked="" type="checkbox"/>
Sharp implements or objects	
Safety guidelines enforced when using sharp implements (e.g. keeping fingers out of the way, carrying sharp implements appropriately).	<input checked="" type="checkbox"/>
Injury	
Students aware of the location of emergency and first-aid equipment.	<input checked="" type="checkbox"/>
Manual handling - lifting equipment	
Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying.	<input checked="" type="checkbox"/>
Ensure appropriate lifting equipment is used to lift heavy objects or materials.	<input checked="" type="checkbox"/>
Physical exertion - exhaustion and fatigue	
Continually monitor participants for signs of fatigue and exhaustion.	<input checked="" type="checkbox"/>

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Establish rest stops, considering the age and fitness level of students.	<input checked="" type="checkbox"/>
Adopt system of signals to clearly communicate the need for assistance if in difficulty.	<input checked="" type="checkbox"/>
Slips, trips, falls	
Assess and manage potential fall, trip and crushing hazards (e.g. surfaces with poor footing, obstacles, high loads). Consult Preventing slips, trips and falls fact sheet.	<input checked="" type="checkbox"/>
Student issues - student numbers, special needs, high risk behaviours, medical conditions, separation from the group	
Establish and maintain a safety zone around the area where agricultural machinery is in use.	<input checked="" type="checkbox"/>
Students must be supervised in a safe location when not actively receiving instruction.	<input checked="" type="checkbox"/>
Visibility	
Have students wear easily identifiable clothing (e.g. high visibility shirt).	<input checked="" type="checkbox"/>
Ensure staff can easily recognise those students with health support needs and are familiar with their needs.	<input checked="" type="checkbox"/>
Additional links General guide for managing the risks in agriculture Model Code of Practice – Managing the Risks of Plant in the Workplace	

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Inspect the whipper snipper for damage or wear

- Check the cutting line for proper tension and wear
- Ensure proper fueling and oil levels (if applicable)
- Ensure the area is clear of obstacles and debris

Safe Operation

- Wear appropriate PPE
- Hold the whipper snipper with both hands and maintain control
- Keep the whipper snipper at a safe distance from body and bystanders (15m)
- Use a slow and controlled motion to cut weed grasses
- Avoid cutting near obstacles or debris
- Take regular breaks to rest hands and avoid fatigue

Control Measures

1. Personal Protective Equipment (PPE):
 - Wear protective gloves
 - Wear safety glasses or goggles
 - Wear ear protection (earplugs or earmuffs)
 - Wear long pants and long-sleeved shirt
 - Wear closed-toe shoes
2. Pre-Operation Checks:
 - Inspect the line trimmer for damage or wear
 - Check the line for proper tension and wear
 - Ensure proper fueling and oil levels
3. *Safe Operation:
 - Use the line trimmer in well-ventilated areas
 - Avoid using near flammable materials
 - Keep the line trimmer at a safe distance from body
 - Avoid cutting near obstacles or debris
 - Use a slow and controlled motion
4. Maintenance and Storage:
 - Regularly maintain and clean the line trimmer
 - Store in a dry and secure location
 - Keep out of reach of children and unauthorised personnel

Attachments

[excursion-consent-form 2025 v2.pdf](#)

Staff/Other Participants

Family Name	Given Name	Type	Other Participants Role
Aldridge	Lynda	Staff Member	N/A
Deeks	Melinda	Staff Member	N/A
Sippel	Garry	Staff Member	N/A
Spletter	Lacey	Staff Member	N/A

Approval Details

Approval Status: Approved

Approval Officer Name:	Kerr-Hislop, Allison	Approval Date:	01-Apr-2025
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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.

Students working in the cooler time of year

Safety checks of the work site occur by supervising teacher before work commences (checking for hazards)