

Nudgee Beach Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 30-Jan-2024			
Activity:	Gardening with Hand Tools		
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 gardening with hand tools as an activity to support curriculum delivery. Gardening with hand tools includes the use of gardening tools such as forks, spades, shears, saws and other aids for relatively simple gardening activities.</p> <p>NOTE: This CARA guideline does not include the use of electrical gardening or motorised gardening equipment.</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. Science investigation, experiments and activities) 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 International school study tours procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:	Use of small, simple-operation hand tools, such as a spade, hand fork or hand trowel to dig in sand off site to collect abiotic and biotic data and to dig in Centre/offsite locations to plant small bushes and trees.		
Inherent Risk Level:	Low		
Inherent Risk Level Description:	Use of small, simple tools e.g. fork, trowel		
Start Date:	Monday, 22 January, 2024	End Date:	Friday, 13 December, 2024
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

Reference to [Children and young workers - Code of Practice 2006](#) to determine student suitability to undertake relevant work activities and use hand tools is required when planning this activity.

Reference to [Department of Agriculture and Fisheries](#) for restricted areas (e.g fire ant maps) is required when planning this activity.

Follow the standard operating procedures (SOP) for [Equipment and Machinery Resources](#) and manufacturer instructions.

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Assess and manage risks associated with [working at heights](#).

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 (e.g. laceration, bee stings, [snake bites](#)).

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. out-of-bounds areas) 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);
- [HLTAID011](#) Provide first aid;
- [HLTAID012](#) Provide emergency first aid response in an education and care setting;
- or equivalent competencies.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. laceration, [snake bites](#)) and safety procedures (e.g. out-of-bounds areas). This must include, but is not limited to, procedures outlined in the [Worksafe - Serious about farm safety guide](#); equipment manufacturer's instructions; and the [Hazardous manual tasks - Code of practice 2011](#) to avoid injury. 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 use of equipment).

Consent

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

[Parent consent](#) is strongly recommended for high risk activities conducted on-site.

The activity requirements have been met and any additional requirements for the activity are included below or attached.



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Risk Management Details

Supervision	
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.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
Before the activity, all adult supervisors: <ul style="list-style-type: none"> • must be familiar with the contents of the CARA record • must assess weather conditions, and obtain accurate information on expected water conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. 	<input checked="" type="checkbox"/>
During the activity, all adult supervisors: <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). 	<input checked="" type="checkbox"/>

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:	
A registered teacher with competence (knowledge and skills) in gardening and the use of gardening hand tools and the potential hazards.	<input checked="" type="checkbox"/>
OR	
An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in gardening and the use of gardening hand tools and the potential hazards.	<input checked="" type="checkbox"/>

Facilities and Equipment	
Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation 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.	<input checked="" type="checkbox"/>

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Consult Chemicals in curriculum activities for support in assessing the risks of chemicals used with/by students in curriculum activities.	<input type="checkbox"/>
If a CARA record is required in OneSchool, a summary of chemicals (e.g. herbicide), plant, equipment and/or materials (e.g. potting mix) 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 type="checkbox"/>
Participants must wear Personal protective equipment as relevant (e.g. appropriate enclosed footwear, safety glasses with Australian Standards specification, gloves, appropriate face protection against airborne particles e.g. spraying pesticides or fungicides; dust or organisms in compost or potting mix).	<input checked="" type="checkbox"/>
Equipment must be sized to match the ability and strength of students.	<input checked="" type="checkbox"/>
All equipment must conform to Australian Standards , comply with the relevant codes of practice and standard operating procedures (SOP) and be used in accordance with the manufacturer's instructions.	<input checked="" type="checkbox"/>
A maintenance schedule (e.g. checking for damage, repairing, sharpening) must be established and enacted for all plant and equipment used in the workspace. Consult Equipment Maintenance Records (EMR) documents.	<input 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 type="checkbox"/>
A process for checking for damage for all equipment used in the activity must be established and employed.	<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"/>
Hand tools are checked every time before student use when setting up for the activity. Gloves and masks will be worn by students/adults if they are to handle potting mix. Gloves only will be used by students when potting with sandy soil (not potting mix).	

Hazards and Control Measures

Animal bites/diseases - stings, poisoning, infection	
Allergen and disease risks associated with working with dust , dry matter and airborne organisms (e.g. Q fever) must be controlled.	<input checked="" type="checkbox"/>
Adhere to established practices regarding the use of insect repellent, outlined in Insect viruses and allergies .	<input checked="" type="checkbox"/>
Ensure the location is clear of obstacles and wildlife (e.g. snakes) that may pose hazards.	<input checked="" type="checkbox"/>
Environmental conditions - weather, surfaces, surrounds	
The school's sun safety strategy must be followed.	<input checked="" type="checkbox"/>

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Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions.	<input checked="" type="checkbox"/>
Manage allergen and disease risks associated with dust, compost and other soil enrichment products, dry matter and airborne organisms (e.g. Legionella) such as moistening the contents of potting mix bags to avoid creating dust.	<input checked="" type="checkbox"/>
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"/>
Faulty or dangerous equipment	
Check equipment for damage before and during the activity (e.g. checking tool heads for splits or cracks and security of handle; checking handles for splits, cracks and splinters).	<input checked="" type="checkbox"/>
Equipment situated where it does not pose potential hazards.	<input checked="" type="checkbox"/>
Heights/ falling objects - falling from height	
Assess and manage risks associated with working at heights .	<input checked="" type="checkbox"/>
Exclusion zones clearly marked to prevent falling objects striking participants when working at heights.	<input 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 type="checkbox"/>
Physical exertion - exhaustion and fatigue	
Continually monitor participants for signs of fatigue and exhaustion.	<input checked="" type="checkbox"/>
Establish rest breaks, considering the age and fitness level of students.	<input checked="" type="checkbox"/>
Student issues - student numbers, special needs, high risk behaviours, medical conditions, separation from the group	
Remove accessories (e.g. jewellery, lanyards) before participating.	<input checked="" type="checkbox"/>
Ensure fingernails and hair do not pose a hazard.	<input checked="" type="checkbox"/>

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Safety zone established and maintained around the area where potentially hazardous activities are conducted (e.g. use of mattock).	<input checked="" type="checkbox"/>
Students supervised in a safe location when not actively receiving instruction.	<input checked="" type="checkbox"/>
Drink breaks to occur regularly. Make water available for individual participants between drink breaks.	<input checked="" type="checkbox"/>
Follow appropriate hand washing procedures after the activity.	<input checked="" type="checkbox"/>
Visibility	
Have students wear easily identifiable clothing.	<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"/>

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Deeks	Melinda	Staff Member	N/A
Fabila	Christine	Staff Member	N/A
Hockey	Cheralie	Staff Member	N/A
Kerr-Hislop	Allison	Staff Member	N/A
Leadbetter	Kimberley	Staff Member	N/A
McKee	Caleb	Staff Member	N/A
Newham	Olivia	Staff Member	N/A
Sippel	Garry	Staff Member	N/A
Spletter	Lacey	Staff Member	N/A
Walker	Kent	Staff Member	N/A
Kemp	Chloe	Other Participant	TRS Teacher
Rashleigh	Samuel	Other Participant	TRS Teacher
Stafford	Aidan	Other Participant	TRS Teacher
Youngman	Louise	Other Participant	TRS Teacher

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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.

Number of hand tools required is pre-determined by student numbers. Students are instructed in how to use the and tools for the particular purpose before use. Hand tools are inspected regularly and removed and replaced when required. Sandy soil (student use) and potting mix (adult use with mark wearing) are readily available for potting plants.