Nudgee Beach Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

	CARA Creation Date: 30-Jan-2023		
Activity:	**Marine organism activities**		
Activity Scope:	This guideline is provided to support schools in implementing the Managing risks in school curriculum activities procedure 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 For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template **This guideline relates to student participation in activities involving marine organisms (e.g. dissecting marine specimens, bait gathering, fishing, preparing marine organisms for consumption) to support curriculum delivery.** This activity may involve the use of a range of equipment (e.g. sharp tools, fishing tackle, heating equipment). 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. Swimming in locations other than pools, Power boating) must comply with the requirements of all CARA guidelines appropriate to the activity. Rock fishing (fishing from rocky outcrops into the sea) is not permitted. For curriculum activities involving biological material (e.g. studying biological specimens in a laboratory) consult the Biological activities activity guideline. For curriculum activities involving the introduction of agents or conditions that may contaminate food, consult the Food experimentation activity guideline. 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. For activities conducted off-site, schools must comply with the School excursions and International school study tours procedure		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:	Collection of marine animals on the sandflats in the intertidal zone. Students use equipment such as a yabby pump, fine sieve and spade to collect small marine organisms that pose insignificant risk to most people. Students use a bait net to collect and handle small marine fish species that are deemed safe to handle by NBEEC staff. Students bait hooks and fishing rods as part of the sustainable fishing program. These activities are conducted only within the Fish Habitation Protection Zone.		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Activities at medium risk locations (e.g. on a jetty) and/or with medium risk equipment (e.g. single hooks, bait nets) and/or organisms that may cause a minor injury (e.g. spiny fish, prawns, crayfish, barbless rays).		
Start Date:	Monday, 30 January, 2023	End Date:	Friday, 08 December, 2023
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

Schools must comply with animal welfare legislation. Consult the department's Animals in education webpage. Comply with Animal in Queensland State Schools procedure when handling live animals.

All organisms that cannot be positively identified by a qualified adult supervisor are to be considered potentially hazardous.

Obtain any approvals, permits or safety advice from the local authority (e.g. lifeguards, Great Barrier Reef Marine Park Authority, property owners), if relevant.

Schools must prevent and manage infection control in accordance with the Infection control procedure. Utilise the Infection control guideline for practical implementation advice.

Unfamiliar activities (e.g. from online sources) must be trialled without students to identify foreseeable hazards and plan safety processes. Do not proceed if risks of the activity outweigh educational outcomes.

Include any additional information used to support student safety in the activity (e.g. resources from standard operating procedures from Queensland Schools Animal Ethics Committee's Forms and publications, published experiments/activities or online risk assessment tools) on the CARA record.

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. accidental ingestion, exposure to poisonous material).

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 assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. using specialised equipment, handling organisms safely) and are to be informed by details provided on manufacturer's instructions, product labels, vendor SDS, SOP and local authorities, Beachsafe website and/or Royal Life Saving key facts as appropriate.

Access is required to First aid equipment and consumables suitable for foreseeable incidents. Refer to Queensland Poisons Information Centre for further information about types of poisoning and first aid treatment, or phone 13 11 26.

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
- HLTAID011 Provide first aid or SISSS00118 - Sports Trainer Level 1 or equivalent
- Anaphylaxis accreditation. Refer to the Anaphylaxis guidelines for Queensland state schools for students with known allergies, and, if relevant, your school's Anaphylaxis Risk Management Plan.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. location of first aid support and equipment, evacuation assembly points) and safety procedures (e.g. identification of ingestion hazards, safe

casting). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the location (e.g. Marine park rangers). Instruction is required for students and adult supervisors on correct techniques (e.g. correct set-up and operation of equipment, safe handling). Teacher demonstrations are recommended to exemplify safe and hygienic practices and techniques. When conducting fieldwork, participants must receive prior instruction on potential hazards (e.g. fragile banks, back casting, oyster hazards), basic first aid procedures for biological hazards (e.g. blue bottle stings, midge bites), appropriate behaviours to help keep themselves safe during the activity (e.g. remain in an appropriate depth of water) and the process if lost or separated from the group. **Consent** Parent consent is required for all activities conducted off-site and for extreme risk activities conducted on-site. It 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.	☑

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' medical condition or disability on safety during the activity.	☑
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.	☑
Before the activity, all adult supervisors must be familiar with the contents of the CARA record.	☑
During the activity, all adult supervisors: • 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. extreme temperatures).	☑
Follow the relevant Standard operating procedures from Queensland Schools Animal Ethics Committee's Forms and publications to maintain the duty of care associated with any use of an animal.	☑
Do NOT handle organisms that cannot be positively identified by a qualified adult supervisor. Refer to Dangerous marine life and the Queensland Museum for information on toxic and dangerous Australian marine animals.	☑
Confirm the suitability of any species intended for human consumption. Consult Protected and no-take species and Ciguatoxic fishes.	☐
NBEEC staff will check the fish species caught within the bait net to deem them safe to touch before students are invited to handle fish. Students will be instructed on how to handle and ethically release fish and other marine organisms collected. NBEEC staff will continually scan and monitor the collection of marine organisms to check that species being collected are those that are harmless to most people. NBEEC teachers carry EpiPens in their first aid kit as a precaution for allergies to marine organisms. Visiting teachers carry EpiPens for students with known anaphylaxis plans.	

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.	☑
A registered teacher must be appointed to maintain overall responsibility for the activity.	☑
At least one adult supervisor is required to be:	
A registered teacher, or other adult supervisor working under the direct supervision of a registered teacher, with competence (knowledge and skills) in recognising, and responding to, toxic and dangerous marine organisms and in handling marine organisms relevant to the level of risk identified.	☑
For activities where students enter, or are at risk of entering water	
A registered teacher with demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include: • qualifications in Physical Education or similar or • a current statement of attainment from a registered training organisation (RTO) or governing sporting body covering SISCAQU002 - Perform basic water rescues unit of competency or • a current bronze medallion appropriate to the activity environment • or another method determined by the principal	☐
or	
An adult supervisor, working under the direct supervision of a registered teacher, with a current bronze medallion appropriate to the activity environment.	☐

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. Refer to Department of Agriculture and Fisheries for zoning and permits.	☐
Activities on rocky outcrops (e.g. specimen collection) must consider environmental factors (e.g. tides, rock stability) when determining an appropriate location for the activity.	☑
Provide hygienic facilities if food is to be prepared for human consumption (refer to the Food production activity guideline).	☐
Field guides, charts and/or keys must be consulted to correctly identify species.	☑
Consult Chemicals in curriculum activities for support in assessing the risks of chemicals used with/by students in curriculum activities.	☐

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.	☐
Schools must maintain, store, transport and dispose of biological material appropriately (e.g. use Clinical and related waste guideline). Such materials include but not limited to: live animals (e.g. worms, fish); biological material (e.g. specimens); wastes (e.g. paper towel, gloves); and used instruments (e.g. dissection boards, tongs).	☑
Participants must wear Personal protective equipment as relevant (e.g. enclosed footwear with thick soles, safety gloves, personal flotation device).	☑
Other personal protective equipment appropriate to the activity may include lab standard eye protection, appropriate face protection (e.g. mask to protect against airborne toxins, eye protection when casting during fishing).	☑
First aid equipment and consumables, as required. All emergency equipment and processes (e.g. eye wash unit) must be functional.	☑
Equipment and tools must be well-maintained, transported safely (e.g. using a protective cover) and stored appropriately. Conduct a visual inspection of equipment to identify damage and remove from use.	☑
Clean up equipment as necessary (e.g. dustpan, waste bags, spill kit, disinfectants).	☑
Equipment (yabby pumps, fine sieves, spades and bait net) is well maintained. Fishhook covers are used on all fishing rods.	

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/stings - stings, poisoning, infection • Advise students not to handle marine organisms until explicitly instructed by the qualified adult supervisor. Avoid contact with marine creatures where: spines may inject poison or break off and cause infection; and/or bites may be poisonous. • Treat all wounds and bites immediately for Infection control. If participating outside: • Adhere to established practices regarding the use of insect repellent, outlined in Insect viruses and allergies. • Continually assess threat of dangerous marine organisms appropriate to the location. Immediately move the participants to a safe location if dangerous marine organisms are detected or suspected. • Respond appropriately to approaching wildlife.	☑

Biological material • Wash hands and other contaminated areas of the body with soap and water before leaving the activity site. • Clean tools and equipment following use to reduce the risk of contamination or accidental exposure. • Dispose of hazardous biological materials using a double-bagging technique. • Label and date all specimens and samples for storage. Refrigerate as necessary. Dispose within appropriate timeframes.	☑
Environmental conditions - weather, surfaces, surrounds When participating outside: • Ensure access to waterways is available for emergency vehicles. • Follow the school's sun safety strategy. • Assess weather (Bureau of Meteorology) and environmental conditions prior to participation • Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions • Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. • Ensure warm clothing is prepared for cold weather conditions. Monitor participants for cold related illness (e.g. hypothermia). When participating at night: • Provide appropriate lighting/illumination.	☑
Facilities and equipment hazards	

Faulty or dangerous equipment
 	
• Comply with Recreational fishing rules for all fishing equipment.
• Check equipment for damage before and during the activity.
• Comply with control measures provided on the SOP or manufacturer's instructions. See the Plant, equipment and materials in curriculum activities template for details of specific risk management practices.
• Check jetties for tripping hazards such as loose boards and protruding nails.
• Consider using flattened barbs on hooks.
• Provide specific safety instruction for fishing activities including:
  ◦ storing fishing equipment safely when traveling to and from the fishing location
  ◦ handling hooks and fishing knives
  ◦ spacing between participants
  ◦ casting safely to consider proximity to others
  ◦ removing hooked fish safely (using different types of hooks and lures).
	☑

Hazardous chemicals • Comply with control measures for preparation, use and disposal of chemicals provided on the vendor SDS in the school Chemwatch manifest and/or safety instructions on the product label. See the Chemicals in curriculum activities template for details of specific risk management practices for each Chemwatch hazard colour rating. • All chemicals required for the decontamination processes must be arranged in advance and be readily available.	☐

Heat sources and radiation - hot plates, fire, steam • Only appropriately-qualified adult supervisors may manage radiation sources and equipment (e.g. fires, stovetops). Establish and implement an exclusion zone away from radiation. • Clearly identify hot surfaces and allow to cool before being returned to storage. • Manage heat sources and/or combustible substances safely. This includes, but is not limited to: using only small quantities of combustible substances, keeping combustible or toxic substances away from naked flames.	☐
Manual handling - lifting equipment • Use aids for safe handling, lifting and carrying (e.g. guards, safety steps and mobile trolleys), as appropriate.	☑
Wastes • Dispose of waste according to established safety procedure as soon as possible after the activity.	☑
Student considerations	
Physical exertion -exhaustion and fatigue • Continually monitor participants for signs of fatigue and exhaustion, particularly if wading while dragging a bait net.	☑
Manual handling - lifting equipment • Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying.	☑
Student issues - high risk behaviours, separation from the group • Remove accessories (e.g. jewellery, lanyards) before participating. • Ensure fingernails and hair and clothing (e.g. long hair, loose shirts) do not pose a hazard. • Account for all equipment, chemicals and resources (e.g. matches, sharp tools) after the activity. In addition for off-site activities: • Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants. • Adopt system of signals to clearly communicate the need for assistance if in difficulty.	☑
Visibility • Provide adequate space for each participant. • 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.	☑

Additional links Creating Healthier Workplaces Department of Agriculture and Fisheries Queensland Government - Coastal Marine Habitats Australian school science information support for teachers and technicians
NBEEC staff instruct students on how to use all equipment safely before use. NBEEC staff ensure students are adequately spaced out along bank when participating in sustainable fishing activities. Fishhook covers are used to cover hooks when carrying rods to and from the fishing location. NBEEC demonstrate to students how to bait a hook safely and monitor student usage of bait, rods and hand reels throughout the lesson. NBEEC staff check that the fish species caught in the bait net are deemed safe to handle before allowing students to collect and count fish.

Staff/Other Participants

Family Name	Given Name	Type	Other Participants Role
Kerr-Hislop	Allison	Staff Member	N/A
Leadbetter	Kimberley	Staff Member	N/A
McKee	Caleb	Staff Member	N/A
Sippel	Garry	Staff Member	N/A
Cattanach	Lisa	Other Participant	TRS Teacher
Chesher	Chris	Other Participant	TRS Teacher
Cowley-Grimmond	Gillian	Other Participant	Non-Teaching staff
Deeks	Melinda	Other Participant	Unit Support Officer
Fabila	Chris	Other Participant	Non-Teaching Staff
Hockey	Cheralie	Other Participant	Non-Teaching staff
Muridge	Shannon	Other Participant	Unit Support Officer
Stafford	Aidan	Other Participant	TRS Teacher
Walker	Kent	Other Participant	Non-Teaching staff
Youngman	Louise	Other Participant	TRS Teacher

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.

All equipment will be checked by NBEEC staff before use. A safety briefing and instructions on equipment usage (yabby pump, fine sieve, spades and bait net) will be given to students at the start of the lesson.