

Curriculum activity risk assessment

Bait Gathering

clever • skilled • creative

Activity scope

This document relates to student participation in Bait Gathering as a curriculum activity.

Bait gathering refers to the collecting of bait using lines, nets, pumps or similar devices.

All catches should be within the legal requirements of size and species. Please refer to the [Department Of Employment, Economic Development and Innovation](#) for further information.

Some areas (e.g. parts of Moreton Bay) are closed to recreational bait gathering. Teachers should consult appropriate documents, such as zoning plans produced by the [Department Of Employment, Economic Development and Innovation](#) or other relevant authority.



Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?

Inherent risk level		Action required / approval
<input type="checkbox"/>	Low	Little chance of incident or injury <i>Yabbie Pumping</i>
<input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid <i>Bait Netting</i>

Teachers/leaders:

Activity description:

Start date:

Finish date:

No of students (approx.):

Class groups:

Supervision ratio (approx.):

Listed below are the minimum recommendations for this type of activity. For any items checked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher is to be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

- Registered teacher with minimum qualifications as outlined below
- OR**
- An adult with minimum qualifications as outlined below, in the presence of a registered teacher

Further information:

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
- [Blue Card](#) requirements met
- The ability to:
- implement safety procedures
 - recover a student from the water at the teaching venue

At least one adult must be ready at all times to enter the water to assist a student. At no time should an adult leader rely solely on students to recover a swimmer in difficulty.

- A registered teacher with competence (demonstrated ability) in the teaching of bait gathering

A teacher could demonstrate their competency through their:

- knowledge of the activity and the associated hazards and risks
- experience (i.e. previous involvement) in undertaking the activity
- demonstrated ability and/or expertise to undertake the activity
- possession of qualifications related to the activity.

OR

- Another adult with experience in bait gathering

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF radio <input type="checkbox"/> student/adult messenger Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Enclosed sand-shoes when bait gathering in natural water areas	<input type="checkbox"/>	<input type="checkbox"/>
Stinger suits where required, as outlined in Surf Life Saving Queensland (SLSQ) Marine Stinger Risk Management Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Lighting/illumination if activity performed at night	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here;
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Animal bites/diseases <ul style="list-style-type: none"> • Stone fish • Other aquatic animals 	<ul style="list-style-type: none"> • Ensure that students always wear enclosed footwear with thick soles when fishing in creeks, dams and estuaries, due to the possible presence of stonefish. <p>STINGS CAN BE FATAL.</p> <p>Please refer to Australian Institute of Marine Sciences — Stone Fish. For information on other dangerous Australian marine animals see Australian Institute of Marine Sciences.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> • Adhere to the Surf Life Saving Queensland Marine Stinger Risk Management Guidelines . • Adhere to HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions. Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious. • Ensure that students have appropriate and suitable personal protective equipment when handling organisms. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Temperature • Weather conditions • Water visibility • Rips 	<ul style="list-style-type: none"> • Assess weather conditions before and during activity (e.g. temperature, storms). • Obtain advice from lifeguards or club members about local conditions and potential hazards. • Cease activities where conditions are unfavourable or where beaches have been closed by lifeguards. • Note that appropriate sun safety equipment must be utilised. • Ensure that students wear appropriate clothing for various weather conditions. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical exertion <ul style="list-style-type: none"> • Strains, sprains • Fatigue and exhaustion 	<ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Follow progressive and sequential skills development. • Have ice packs available. • Continuously monitor students for signs of fatigue and exhaustion. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Students <ul style="list-style-type: none"> • Special needs • High risk behaviours • Medical conditions • Student numbers 	<ul style="list-style-type: none"> • Obtain parental permission, including relevant medical information. • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.) • Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Ensure there is adult supervision. • Ensure systems are in place to monitor student numbers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Vehicles <ul style="list-style-type: none"> • Boats, cars 	<ul style="list-style-type: none"> • Constantly monitor surroundings for presence of vehicles. 	<input type="checkbox"/>	<input type="checkbox"/>	
Water <ul style="list-style-type: none"> • Risk of drowning • Quality of water 	<ul style="list-style-type: none"> • Constantly monitor students. • Adopt signals for assistance required. • Check with local council for presence of water contaminants (such as blue-green algae) and other dangers (such as stonefish, blue-ring octopus, crocodiles). • Determine the swimming capability of all persons and decide whether extra supervision for non-swimmers is required. • Adhere to Guidelines For Managing Risks in Recreational Water. • Ensure that bait gathering is undertaken only in good conditions and with local knowledge and direct supervision. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Additional control measures

These would relate to the specific student needs, location and conditions in which you are conducting your activity.

Hazards/Risks	Control Measures

Submitted by:	Date:
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

Important links

- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- SCM-PR-011: Animal Ethics and Welfare in Schools
<http://education.qld.gov.au/strategic/eppr/schools/scmpr011/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Infection Control Guideline:
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- Department Of Employment, Economic Development and Innovation
http://www.dpi.qld.gov.au/28_2981.htm

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.