

# Curriculum activity risk assessment

## Camping, Lightweight

clever • skilled • creative

### Activity scope

This document relates to student participation in staying out overnight (Camping) as a curriculum activity.

Lightweight camping is an overnight stay associated with other activities such as short or extended bushwalking, sailing, canoeing, pony trekking and cycling trips at places with few or no facilities. It involves carrying all of the gear necessary to undertake the camp.

Associated activities (such as swimming, bushwalking, or rock climbing) **must** be carried out in accordance with the requirements of the specific policy documents for those activities.



### 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"/>	<b>Medium</b>	Some chance of an incident and injury requiring first aid
		<input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental permission.

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 should be present to take overall responsibility. <a href="#">Blue Card</a> requirements <b>must</b> be adhered to.
<input type="checkbox"/> Registered teacher with minimum qualifications as outlined below <b>OR</b> <input type="checkbox"/> An adult with minimum qualifications as outlined below, in the presence of a registered teacher
<p>When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader. Several variables can affect this decision, including but not limited to:</p> <ul style="list-style-type: none"> <li>• outcomes of the risk management process</li> <li>• the leaders' experience</li> <li>• participants' expected capabilities (i.e. experience, competence, fitness)</li> <li>• type, difficulties, distance and condition of trails, vehicle tracks or roads</li> <li>• conditions (environment, weather)</li> <li>• planned duration of the activity</li> <li>• number of participants and optimum group size</li> <li>• remoteness of the activity</li> <li>• suitability and availability of equipment</li> <li>• likelihood of leader becoming incapacitated or separated from participants.</li> </ul>
Further information:

Minimum qualifications
<i>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.</i>
<input type="checkbox"/> Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel. <b>OR</b> <input type="checkbox"/> Remote Area first aid if operating more than one hour away from emergency services.
<input type="checkbox"/> <a href="#">Blue Card</a> requirements met

## 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.*

### Medium — Some chance of an incident and injury requiring first aid

Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements (including familiarity of the environment, map coverage of the area and emergency procedures by all adult participants) of the specific circumstances being addressed

#### For a registered teacher:

- A statement of attainment from a Registered Training Organisation covering the following field operations units of competence:
  - SROOPS006B — Use and maintain a temporary or overnight site
  - SROOPS001B — Implement minimal environmental impact practices
  - SROOPS004B — Interpret weather conditions in the field**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher, with specialisations in appropriate activities  
**OR**
- A statement of attainment for a nationally recognised course in Field Operations from a Registered Training Organisation

#### For a leader other than a registered teacher:

- A statement of attainment for a nationally recognised course or Skill Set in Field Operations from a Registered Training Organisation, including:
  - SROOPS006B Use and maintain a temporary or overnight site
  - SROOPS001B Implement minimal environmental impact practices
  - SROOPS004B Interpret weather conditions in the field
  - PUAOPE002A Operate Communication Systems and Equipment**OR**
- Certificate III in Outdoor Recreation or higher, including the following electives:
  - PUAOPE002A Operate Communication Systems and Equipment
  - SROOPS006B Use and maintain a temporary or overnight site**OR**
- Relevant activity specific registered leader from the National Outdoor Leader Registration Scheme

A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment 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

## 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.*

Further information:

Minimum equipment/ <i>facilities</i> If 'No' is ticked, provide further information.	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: Electronic and other equipment that can be damaged by water is to be carried in water resistant containers. Leaders are responsible for determining the equipment to be carried by all participants. The following communication equipment should be carried as appropriate for the activity and area of operation:		
<input type="checkbox"/> marine whistle <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> satellite phone /UHF radio <input type="checkbox"/> PLB (personal locator beacon) <input type="checkbox"/> student/adult messenger Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient drinking water (students should have individual drinking containers and each student should be carrying two – three litres of water/per day.)	<input type="checkbox"/>	<input type="checkbox"/>
Insect repellent	<input type="checkbox"/>	<input type="checkbox"/>
Adequate food supplies: When planning for activities, have sufficient supplies for 24 hours more than the initial planned duration	<input type="checkbox"/>	<input type="checkbox"/>
Compass and map	<input type="checkbox"/>	<input type="checkbox"/>
Waterproof matches/BBQ lighter	<input type="checkbox"/>	<input type="checkbox"/>
Suitable sleeping linen e.g. sleeping bag	<input type="checkbox"/>	<input type="checkbox"/>
Suitable torch & spare batteries	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate and sufficient clothing and footwear	<input type="checkbox"/>	<input type="checkbox"/>
Emergency management plan	<input type="checkbox"/>	<input type="checkbox"/>
First aid officer should have: <ul style="list-style-type: none"> <li><input type="checkbox"/> a first aid kit suitable for the activity</li> <li><input type="checkbox"/> a medical alert list collated from information on medical consent forms before departure</li> <li><input type="checkbox"/> a first aid register, accident and illness reports</li> <li><input type="checkbox"/> procedures for administering student medication</li> <li><input type="checkbox"/> a communication procedure for external assistance if required.</li> </ul>		
Students should have: <ul style="list-style-type: none"> <li><input type="checkbox"/> personal food and water (including emergency rations)</li> <li><input type="checkbox"/> protective clothing (long sleeve shirt and pants, suitable shoes)</li> <li><input type="checkbox"/> insect repellent</li> <li><input type="checkbox"/> personal hygiene items</li> <li><input type="checkbox"/> a plastic bag for rubbish</li> <li><input type="checkbox"/> a personal first aid kit.</li> </ul>		
Further information:		



Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
poisonous, stinging)	<ul style="list-style-type: none"> <li>• Ensure that students have long-sleeved shirts and pants.</li> <li>• Assess conditions and surrounds before expedition takes place.</li> <li>• Have an effective communication system.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	
<b>Equipment</b> <ul style="list-style-type: none"> <li>• Pegs, tents guy ropes</li> <li>• Torches, gas lights</li> <li>• Cooking equipment</li> <li>• Inadequate hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all equipment is well maintained.</li> <li>• Ensure that all gas lights and open flames remain outside and away from tents.</li> <li>• Ensure that food preparation, shelter and sanitation areas are positioned to avoid potential physical and health hazards.</li> <li>• Have an effective communication system.</li> <li>• Ensure that students are aware of the location of all equipment.</li> <li>• Ensure torches are used at night when moving around site.</li> </ul>	<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"/>	
<b>Heights/falling objects</b> <ul style="list-style-type: none"> <li>• Cliffs, ledges and rock faces</li> <li>• Trees</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that students do not climb trees.</li> <li>• Constantly monitor surroundings for slip, trip and fall hazards.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>• Strains and sprains</li> <li>• Cramps</li> <li>• Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the health, suitability and competency of students participating match the challenge.</li> <li>• Have appropriate lead up activities.</li> <li>• Constantly monitor students for fatigue and exhaustion.</li> <li>• Follow a program of graded development in: <ul style="list-style-type: none"> <li>○ map and compass work</li> <li>○ basic physical fitness</li> <li>○ skills of the activity (bushwalking, canoeing, sailing, bicycling, pony trekking)</li> <li>○ camp-craft</li> </ul> </li> <li>• trip preparation (e.g. menus, route planning).</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>• Special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain parental permission, including relevant medical information.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>Submitted by:</b>	<b>Date:</b>
Indicate 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.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

## Important links

- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HLS-PR-005: Health and Safety Incident Recording and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- Guidelines for Managing Risks in Recreational Water  
[http://www.nhmrc.gov.au/files\\_nhmrc/file/publications/synopses/eh38.pdf](http://www.nhmrc.gov.au/files_nhmrc/file/publications/synopses/eh38.pdf)
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals  
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- Queensland Adventure Activity Standards  
[http://www.qorf.org.au/01\\_cms/details.asp?ID=1048](http://www.qorf.org.au/01_cms/details.asp?ID=1048)

### 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/epr/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.