## FAQs

## Safety advice for conducting activities with students

This information is provided for Queensland state schools to answer frequently asked questions regarding complying with the [*Managing risks in school curriculum activities (CARA) procedure*](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure). This document provides clarification for safety requirements and recommendations when planning to conduct activities with students.

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## ***[CARA guidelines](#Changes_CARA_guidelines)***

[***What are the CARA guidelines***](#ExternalProvider)***?***

The [CARA guidelines](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) outline the minimum safety standards for common activities conducted with students. Schools must consult the CARA guidelines as a starting point to identify any **additional** potential hazards, risks and control measures for the activity when conducted in their context and with their students.

If any [requirement](#requirement) cannot be met, schools must implement alternative control measures that meet or exceed the standard provided in the CARA guideline.

Use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement control measures to ensure the safety of all participants.



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[***Which sections of the CARA guidelines are*** ***requirements?***](#ExternalProvider)

The *Activity requirements* are listed below the *Activity scope* and *Risk level* of the guideline and include:

General activity requirements and specific requirements for:

* Students
* Emergency and first-aid
* Induction and instruction
* Consent.



If any requirement cannot be met, alternative control measures must be put in place to meet or exceed the standard provided in the CARA guideline.

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[***Which sections of the CARA guidelines are recommendations?***](#ExternalProvider)

The following sections in the CARA guidelines provide recommendations for schools to consider when planning the activity:

* Supervision
* Supervisor Qualifications
* Facilities and Equipment
* Hazards and Controls.

Principals are responsible for making final decisions about supervision and supervisor capability for the activity. Sufficient adult supervision must be provided to manage the activity safely, including during emergency situations.

The qualified adult supervisor of the activity, in consultation with the principal, determines the facilities and equipment appropriate to the local context.

If safety recommendations cannot be met, schools must modify the activity (or parts of it) and/or implement alternative controls measures using the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to meet or exceed the minimum safety standard.

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## [***Changes to CARA guidelines***](#Changes_CARA_guidelines)

## ***Why do the CARA guidelines change?***

The CARA guidelines are updated regularly in consultation with schools and activity experts to ensure they remain current and effective. However, in some cases, changes are made without consultation to address urgent safety concerns. For example, following a [series of pool-related incidents](https://www.worksafe.qld.gov.au/news-and-events/alerts/incident-alerts/2023/one-swimming-pool-drowning-and-one-near-drowning), including the [tragic drowning of a student in Victoria](https://www.worksafe.vic.gov.au/news/2024-05/180000-fines-after-student-drowns-school-camp), updates were made to the CARA guidelines to help prevent similar incidents occurring in schools.

This is why it’s essential to always refer to the most up-to-date CARA guideline, rather than relying on saved or printed copies, which may be outdated.

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## ***How are schools notified of changes to CARA guidelines?***

Advance notice of any updates or changes to the CARA guidelines is published in [ConnectE](https://intranet.qed.qld.gov.au/about/newsandmedia/Pages/connected.aspx)D - the departments must read e-newsletter for all staff. It allows staff to tailor the information they receive by selecting messages relevant to their role.

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## ***Duty of care***

[***What is duty of care?***](#_What_is_duty_1)

‘Duty of care’ is a legal obligation to take **reasonable steps** to protect individuals from [reasonably foreseeable](#Reasonably_foreseeable) **risks** of injury. Schools have a *non-delegable* duty of care to their students, meaning this responsibility cannot be transferred to a **third party**, such as an[external provider](#_External_providers_1).

The level of care required increases with the level of risk. Schools and teachers must protect students from harm where the risk of injury is [**reasonably foreseeable**](#Reasonably_foreseeable).

Schools must balance their legal responsibility to take reasonable care with the need to provide an engaging and enriching curriculum for students.

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***What does ‘reasonably foreseeable’ mean?***

The term ‘reasonably foreseeable’ refers to risks that a reasonable person in a similar situation could predict, based on the circumstances. Schools must assess the context of each situation to identify foreseeable hazards, manage risks, and take reasonable precautions to prevent injury. This involves acting as a reasonable person would in the same position.

In simple terms, you could ask:

1. What hazards and risks would a *reasonable person in a similar position* foresee?
2. What actions would a *reasonable person in a similar position* take to reduce those risks?

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***How do I meet my duty of care?***

Principals and all those involved in planning and delivering activities involving students must take reasonable precautions to prevent injury and meet their [duty of care](#_Duty_of_care_1). This includes, but is not limited to:

* providing safe and suitable premises;
* ensuring adequate student supervision;
* conducting risk assessments for school activities and events;
* implementing strategies to prevent reasonably foreseeable injuries;
* providing appropriate medical assistance to sick or injured students;
* following departmental policies and guidelines; and
* managing employee recruitment, conduct and performance effectively.

By taking these steps, schools can ensure they meet their legal and ethical responsibilities to protect students.

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***How do principals ensure enough has been done to ensure student safety in the school?***

The [Managing risks in curriculum activities procedure (CARA procedure)](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) requires principals to:

* develop, establish, and implement a [school-wide CARA process](#School_wide_CARA_process) to ensure the safety of everyone involved in activities; and
* provide a program of [training](#Training_requirements) to ensure all staff are aware of, and comply with, the established school-wide CARA process.

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## ***External providers***

***How do schools work with external providers to ensure student safety?***

The [Managing risks in school curriculum activities procedure (CARA procedure)](https://ppr.qed.qld.gov.au/attachment/managing-risks-in-school-curriculum-activities-procedure.pdf) requires registered teachers to maintain overall responsibility for activities, even when [external providers](#External_providers) are engaged to instruct or support the activity.

As part of the [school-wide CARA process](#School_wide_CARA_process), the school (i.e. the principal or the teacher with overall responsibility for the activity) should collaborate with the external provider to plan the activity. This ensures all foreseeable hazards, risks, and control measures are identified and managed, taking into account the specific school and student circumstances.

Collaboration allows the external provider to share expert knowledge about the activity, including hazards, risks and control measures, while giving the school an opportunity to address any concerns and provide relevant information.

For example, schools and external providers work together to:

* conduct risks assessments for all activities;
* ensure activities are safe and appropriate for students’ ages and abilities;
* properly instruct and prepare students for the activities;
* confirm that all equipment is in a safe working condition;
* provide adequate induction of all adult supervisors before to the activity; and
* ensure sufficient supervision is in place during the activity.

This collaborative approach helps ensure the safety and wellbeing of all participants.

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***What duty of care do external providers have?***

[Duty of care](#_Duty_of_care) is the legal obligation to take reasonable steps to prevent foreseeable harm to others. Under common law, schools **cannot delegate their duty of care to a third party**, such as an [external provider](#_External_providers_1).

When schools engage [external providers](#_External_providers_1), both the school and the external provider have a duty of care to ensure the safety of all participants. They must, as far as reasonably practicable, consult, co-operate, and co-ordinate their activities to eliminate or minimise risks.

As part of the [school-wide CARA process](#School_wide_CARA_process), schools determine how information is exchanged with the external provider to work collaboratively in managing risks. Principals must consider their non-delegable duty of care when making [supervision](#SupervisionRatio) decisions and ensure processes are in place to manage safety risks effectively.

For [school excursions](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) or [international study tours](https://ppr.qed.qld.gov.au/pp/international-school-study-tours-procedure), schools must take all reasonable steps to manage foreseeable risks to ensure the health, safety and wellbeing of its students even when external providers are conducting the activity.

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## ***Excursions***

***Does the CARA procedure provide information about excursions?***

For off-site activities, school must refer to the [school excursions procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure)or the [international study tours (ISST) procedure](https://ppr.qed.qld.gov.au/pp/international-school-study-tours-procedure). The school retains responsibility for students during excursions, even when [external providers](#External_providers) are engaged to instruct or support activities. All adult supervisors must be identified and recorded in the [OneSchool CARA record](#_Non-curriculum_activities). Additionally, [consent](#Consent) must be obtained from parents or carers for students to participate in the activity.

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## ***Facilities and equipment***

## ***Is there a CARA guideline for facilities and equipment?***

No, there is no specific CARA guideline for facilities and equipment. Instead, [CARA guidelines](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) provide recommendations for facilities and equipment to help schools plan activities safely. These recommendations assist the qualified adult supervisor, in consultation with the principal, to determine what facilities and equipment are appropriate to the local context.

To support schools to manage the hazards and risks associated with the facilities and equipment, the department provides [Equipment and machinery resources](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/equipment-machinery-resources), including a Generic Standard Operating Procedure (SOP) template.

For tailored safety advice specific to your school’s facilities and equipment, you can contact your [Regional Health and Safety Consultant](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/contacts) (via the *Health and safety* tab).

Principals are responsible for developing and implementing a safe system to address risks to students and staff. Managing plant, machinery, and equipment involves the entire lifecycle, from pre-purchase to decommissioning. Key elements include:

* purchasing the right equipment and establishing safe procedures for its installation and use;
* providing induction and training for staff and students on using the facility or equipment; and
* managing damaged equipment through regular inspections, maintenance, and record-keeping.

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## ***[Footwear](#Footwear)***

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## ***Does the CARA procedure or guidelines state what footwear participants are required to wear?***

Some CARA guidelines include specific [requirements](#requirement) for footwear, while others may provide general recommendations. There is no single answer, as appropriate footwear depends on the context of the activity.

As part of the risk assessment process, teachers consider factors such as the local environment, facilities, equipment and the students involved. This helps to identify potential hazards, assess the risks, and determine the most suitable control measures, including footwear.

For example:

* in some cases, steel-capped boots may be deemed necessary;
* in other cases, enclosed sandshoes may be sufficient.

Schools use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement control measures to ensure the safety of all participants. Ultimately, principals make final decisions when approving student activities in schools.

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## ***[I](#Footwear)nduction***

## ***What sorts of things should be included in the induction?***

The induction prepares all supervisors for the activity to ensure the safety of everyone involved. It provides supervisors with a clear understanding of the activity’s context (environment, facilities, equipment, and students), their roles and responsibilities, and any hazards or risks that may arise before, during, or after the activity.

As part of the induction, the registered teacher with overall responsibility for the activity should:

* emphasise ‘[active supervision](#ActiveSupervision)’ as a core responsibility for all supervisors and allocate roles and responsibilities within the [Supervision plan](#SupervisionEmergencyPlan)
* communicate the *Emergency plan, Injury management protocols* and *Communication protocols* for the activity and the facility
* explain safety protocols, such as hand and whistle signals for assistance
* demonstrate correct techniques. Providing a facility map showing the location of rescue and emergency equipment is recommended.
* outline the appropriate response to emergencies or recoveries during the activity, including who to contact (e.g. 000, principal, parents).

The induction should also incorporate advice from external provider expertise or venue experts to ensure all safety considerations are addressed.

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## ***Who is responsible for providing induction to other adult supervisors?***

The registered teacher with overall responsibility for the activity is responsible for providing induction to all adult supervisors. The CARA procedure requires teachers to:

* establish and provide induction on the emergency and safety details specific to the activity and the location;
* induct all adult supervisors on the contents of the CARA record before the activity takes place; and
* maintain overall responsibility for the activity.

This ensures that all supervisors are well-prepared to manage risks and support the safety of participants.

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## ***[I](#Footwear)nstruction***

## ***What sorts of things should be included in the instruction?***

Instruction for **students** should focus on safety procedures and correct techniques to ensure their safety and successful participation in the activity. This may include:

* explaining safety procedures, such as whistle signals or hand signals for assistance;
* demonstrating the correct handling and use of equipment; and
* providing clear guidance on expected behaviours and actions during the activity.

Effective instruction ensures students are well-prepared to participate safely and confidently.

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## ***Who is responsible for providing instruction to students?***

The adult supervisor is responsible for providing students with instruction on safety procedures and correct techniques before they participate in the activity.

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## ***OneSchool CARA records***

***When is a OneSchool CARA record required?***

For **all** risk levels: the activity and the risk level of the activity **must** be recorded within the three levels of planning, typically within unit planning.

The requirement for a OneSchool CARA record depends on the risk level of the activity:

There is **no requirement** to create a [OneSchool CARA record](#_Non-curriculum_activities) for **low** and **medium** risk level activities.

In accordance with the red tape reduction program of work, unnecessary processes should be eliminated.

* **Low and medium risk activities**:

Documented within the three levels of planning, typically as part of unit planning. See below for examples.

* **High and extreme risk activities**:

In addition to recording within the three levels of planning, these activities **must** be recorded in OneSchool.

For detailed documentation requirements, consult the [CARA flowchart](https://ppr.qed.qld.gov.au/attachment/managing-risks-in-school-curriculum-activities-flowchart.pdf).

**Example of recording within unit planning:**

|  |
| --- |
| ***Activity name*** *(risk level) – Describe how the hazards and control measures have been considered* |
| **Design and create a healthy sandwich** *(LOW risk) - Managed through regular classroom planning.* |
| **Netball** *(MEDIUM risk) – CARA guideline for Netball consulted; context-specific hazards, risks and control measures considered.* |
| **Design and create savoury parcel** (*HIGH risk*) – *OneSchool CARA record using the guideline for* *Food production and incorporating context-specific hazards, risks and control measures.*  |
| **Snorkelling outside a swimming pool** (EXTREME risk) – *OneSchool CARA record using the guideline for Snorkelling and incorporating context-specific hazards, risks and control measures.*   |

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***Does each teacher need to complete a OneSchool CARA record?***

No, there is no requirement for each teacher to complete an individual CARA record. While the [CARA procedure](https://ppr.qed.qld.gov.au/attachment/managing-risks-in-school-curriculum-activities-procedure.pdf) requires all activities to be documented (typically within unit planning as part of the three levels of planning), a single OneSchool CARA record can include all teachers and students involved in the activity. If a OneSchool CARA record is required, all teachers and students participating in the activity must be added to the OneSchool record.

To ensure all adult supervisors are aware of the hazards, risks and control measures for the planned activity, the registered teacher responsible for the activity must provide [induction](#Induction) for all adult supervisors before the activity. This ensures they are aware of the hazards, risks and controls measures for the planning activity.

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***How long are OneSchool CARA records valid for?***

OneSchool CARA records must be reviewed and updated whenever there is a change in circumstances for an activity. This includes changes such as:

* a new teacher or student cohort,
* a change in the number and experience of participants,
* updates to equipment or facilities.

At a minimum, OneSchool CARA records should be reviewed and updated as least once per year to ensure they remain accurate and relevant.

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***Why does a OneSchool CARA record show as EXPIRED?***

A OneSchool CARA records will display as 'EXPIRED' whenever a [CARA guideline](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) is revised and published. However, the 'EXPIRED' label does not necessarily mean the CARA record is invalid.

Schools should consult the revised CARA guideline to identify any additional safety requirements or considerations for the activity. Based on this review, schools should either:

* amend the expired CARA record to include the updated safety considerations;

or

* complete a new CARA record, if necessary.

This ensures the activity remains compliant with the latest safety standards.

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## ***Outdoor and Environmental Education Centres (O&EEC)***

***[What processes should be in place when schools or students visit an Outdoor and Environmental Education Centre (O&EEC)?](#SchoolOwnedPool)***

All state schools, including [O&EECs](https://education.qld.gov.au/schools-educators/other-education/OEEC), must establish a [school-wide CARA process](#School_wide_CARA_process) to ensure the safety of everyone involved in activities.

When schools and centres collaborate to deliver an activity, they share responsibility for the CARA process to support student safety and maintain complete records.

For O&EEC’s, the [school-wide CARA process](#School_wide_CARA_process) should include mechanisms to:

* collaborate and communicate with visiting schools about hazards, risks and control measures related to activities, facilities, equipment, and environmental hazards;
* tailor control measures to the specific circumstances of the visiting school or group.

**Role of the O&EEC:**

* as experts in the activity, lead the collaboration with visiting schools
* request relevant information about attending students from visiting school
* provide visiting schools with clear details about the activities and foreseeable hazards, risks and consequences to include on the consent form.

**Visiting school:**

* obtain and manage [parent consent](#_Parent_consent), collected using their [school-wide CARA process](#School_wide_CARA_process) (e.g. via the [Excursion consent form](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) template, or the [OneSchool Consent Management module).](https://oneschoolhelp.eq.edu.au/student/consent-management)

Watch the [video](https://learningplace.eq.edu.au/cx/resources/file/19a1eb6b-2bdd-46cc-b759-a80743ef9c1a/1/segment.html#AV22-031) for an example of how an O&EEC collaborates with a visiting school to ensure safety and compliance with the CARA procedure.

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## ***Parent consent***

## ***When is parent consent required?***

The [CARA procedure](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) *requires* parent consent be obtained for:

* all activities conducted off-site; and
* extreme risk activities conducted on site.

The [CARA procedure](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) *strongly recommends* parent consent is obtained for high risk activities conducted on site.

Schools are responsible for deciding how parent consent is managed in a way that suits their specific circumstances. When making these decisions, schools should consider:

* the higher the risk, the more that needs to be done to manage the risk;
* parent consent must bevoluntary, informed, specific and timely; and
* under common law, schools have a [duty of care](#_Duty_of_care) to take *reasonable* steps to manage *foreseeable* risks. Obtaining parent consent is part of fulfilling this duty of care.

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## ***Can parent consent be implied?***

***Opt-out (or passive) parental consent***assumes that a parent or carer consents to an activity unless they return a form indicating otherwise. However, there are concerns about this approach, particularly for higher-risk activities or off-site activities.

The main concern is that parents may not be fully aware of the risks involved. For example, it is foreseeable that the information and consent form may not reach the parent, meaning their implied consent may not be truly informed. As a result, an opt-out (passive) consent approach may not be reasonable for higher risk activities, as their implied, informed consent may be falsely based.

Principals are responsible for deciding on consent processes that are appropriate for the school’s context, as part of the [school-wide CARA process](#School_wide_CARA_process).

This process must be communicated to staff through the [*School-specific annual training*](https://ppr.qed.qld.gov.au/attachment/school-specific-cara-training-slideshow.pptx)*,* which is delivered annually after staff complete the online CARA [training](#Training_requirements).

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## ***Do we need to obtain parent consent for students to use their own equipment during an activity?***

Schools should clearly advise students and parents in writing that their own personal equipment is not covered under the school's insurance policy. Schools should also recommend that parents take out their own property insurance to cover the student's own equipment when it is brought onto school premises or used during activities such as music camps, excursions, or other events.

This information can be provided as part of the general details included in the school’s enrolment package.

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## ***Prohibited/banned activities***

***Are any activities prohibited or banned?***

All activities conducted with students must be considered in terms of their[*inherent*](#_Risk_–_inherent) level of risk, i.e. before any control measures are put in place. Once an inherent risk level is determined, control measures are then implemented to eliminate or minimise risks as far as reasonably practicable. Activities must also be justified by their expected educational outcomes, given the level of [residual risk](#_Risk_–_inherent), i.e. the level of risk remaining after the control measures have been applied.

Key considerations:

* If an activity inherently poses a **high risk,** teachers must discuss their plans to undertake the activity with their line manager during unit planning.
* If an activity inherently poses an **extreme risk**, teachers must consider alternative or modified activities to reduce the risks. If the activity is deemed essential to the curriculum, the teacher must seek in-principle support from the principal before planning the unit of work.
* Most importantly, an activity must not proceed if the risks and hazards cannot be effectively controlled to ensure the safety of all participants.

The [CARA planner](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) and the [risk matrix](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA) should be consulted during the planning phase to identify hazards, assess risks, determine inherent risk levels, and decide on appropriate control measures for the specific context (e.g. environment, facilities, equipment, and student participants).

Some examples of activities that may pose unacceptable risks include:

* [Swimming](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/swimming-in-pools): unstructured free-swim activities and breath-holding/underwater games are not recommended as part of a swimming education program.
* [Snow sports](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/snow-sports-skiing-snowboarding): tobogganing is **not permitted** as an activity.
* [Biological activities](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/biological-activities): **Prohibited** activities include:
* taking or using human blood samples or products
* sampling human saliva, urine, cheek cell and/or DNA of others
* incubating body fluids or other tissues in broths, plates or cultures
* incubating microbial cultures at temperatures higher than 30ºC
* collecting samples likely to be contaminated by human pathogens
* swabbing raw poultry or surfaces used to prepare raw poultry
* taking sub-culture swabs from food preparation surfaces.
* Tug of war activities: evidence highlights significant injuries (e.g. severed fingers) associated with these activities. As the foreseeable risks cannot be adequately controlled, this activity is not recommended. An alternative activity should be chosen to achieve the same learning outcomes.

While these examples highlight activities that may pose unacceptable risks, the list is not exhaustive. Principals make final decisions regarding whether an activity is appropriate, provided all risks can be effectively managed.

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## ***Qualifications***

## ***Do supervisor qualifications need to be met for the activity to go ahead?***

A qualification is evidence that a person has reached a level of competence in a particular set of skills and provides a level of assurance for the principal to support their decision making.

But there is a distinction between being qualified to a *safety standard* (knowledge and skills to prevent and manage incidents) and being qualified to a *teaching standard* (knowledge and skills to teach students the knowledge and skills of an activity).

*Safety standard*

The CARA guideline demonstrates the minimum *safety standard.* Most importantly, an activity must not go ahead if the risks and hazards cannot be effectively controlled to keep everyone safe.

* Supervisors in recovery/emergency roles must have demonstrated ability to manage incidents e.g. current rescue, CPR and first-aid qualifications relevant to the activity
* Supervisors in general supervision roles must have capacity to:
* prevent an incident from occurring; and
* follow an established emergency plan for the activity.

*Teaching standard*

To safely and effectively teach knowledge and skills to students, the adult supervisor may require accreditation and/or qualifications. If someone other than a registered teacher is leading the activity, the expectation is that they will meet both the safety standard and the teaching standard through a suitable qualification. If qualifications are not available, or cannot be obtained, the principal is able to determine an alternative method of assurance.

**Where possible,** the qualifications recommended for other adult supervisors is higher than that of a registered teacher as teacher registration implies a reduced risk to student safety. Note that teacher registration *Standard 4.4 – Maintain student safety* implies proficiency in ensuring student safety and demonstrating competence (knowledge and skills) in keeping students safe.

The following qualification levels have been applied to the suite of CARA guidelines (unless legislative requirements state otherwise) and all qualifications were confirmed as appropriate by industry experts and classroom teachers of the activity.

|  |  |
| --- | --- |
| **Risk level** | **Recommended qualification levels** |
| Registered teacher | Adult supervisor |
| **Low** | Knowledge of the activity | Competence (knowledge and skills) in the activity |
| **Medium** | Competence (knowledge and skills) in the activity | Formal training in the activity (qualifications, units of competency, accredited courses, skill sets) |
| **High** | Formal training in the activity (qualifications, units of competency, accredited courses, skill sets) | Higher qualification or current entry-level accreditation with governing body of the activity |
| **Extreme** | Higher qualification or current entry-level accreditation with governing body of the activity | Higher qualification or high level current accreditation with governing body of the activity |

Principals make final decisions in determining supervisor capability (competence, relevance and currency). They are also responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

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## ***What if a school is unable to provide adult supervisors with the qualifications listed in the CARA guideline?***

There is a distinction between being qualified to a *safety standard* (knowledge and skills to prevent and manage incidents) and being qualified to a *teaching standard* (knowledge and skills to teach students how to do something).

Qualified supervisors are a key component to prevent and manage the inherent risks of the activity. If there are insufficient qualified staff, then the inherent risk of the activity is elevated.

If the activity is deemed to be essential to the curriculum, additional control measures may be employed to lift the safety standard above the minimum identified in the CARA guideline, such as improving the supervision ratio to prevent an incident.

If the risks cannot be effectively managed, the activity must not proceed.

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## ***Relief teachers***

***How do schools ensure safety when relief teachers conduct a planned activity?***

Principals are responsible for developing, establishing, monitoring and reviewing a [school-wide CARA process](#School_wide_CARA_process) tailored to their local context. This process should include specific measures to ensure relief teachers can safely conduct pre-planned activities.

Key considerations for relief teachers:

* [Induction](#_Induction) and instruction: Relief teachers must receive induction and clear instructions about the planned activity, including hazards, risks and control measures.
* Post-activity review: The school-wide CARA process should outline the way that relief teachers document the effectiveness of any unforeseen risks that arose during the activity.
* Incident reporting: The school-wide CARA process should outline the process for relief teachers to report incidents or near misses in accordance with the [Health, safety and wellbeing incident management procedure](https://ppr.qed.qld.gov.au/attachment/health-safety-and-wellbeing-incident-management-procedure.pdf).

A knowledge base article is available on the DoE Services Catalogue Online in relation to [IT access for relief teachers](https://qldqed.service-now.com/sco?id=kb_article&sys_id=f37c560ec32a96504fd5d23a050131d7).

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***What CARA training do relief teachers have to do?***

School-based staff and temporary/relief staff (TRS/TRACER) involved in the planning, delivery and/or approval of student activities are required to participate in a program of annual CARA training. The **minimum** CARA training involves completion of both:

1. the relevant training course conducted as part of the [Mandatory All-Staff Training program](https://intranet.qed.qld.gov.au/about/PrioritiesandInitiatives/mandatorytraining/Pages/mandatory-all-staff-training-program.aspx) on [Education Futures Institute catalogue](https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute). Either:
	* CARA [training course](https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute), or
	* CARA [refresher training course](https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute)

**and**

1. the school-provided bespoke training in the established school-wide CARA process (based on the [school-specific CARA training slideshow](https://ppr.qed.qld.gov.au/attachment/school-specific-cara-training-slideshow.pptx)).

Consult the Mandatory All Staff Training (MAST) [ready reckoner](https://qed.qld.gov.au/workingwithus/induction/queenslandstateschools/Documents/mandatory-annual-training-ready-reckoner.pdf) for an easy visual of mandatory annual training requirements.

All training information is found on the [CARA process webpage](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA).

*Note: TRACER staff are encouraged to print the records of completion, or have an electronic copy available on hand, to provide to schools upon request. See the TRACER Welcome Pack on the* [*MyHR Recruitment page*](https://myhr-rct.eq.edu.au/HRMIS/#:~:text=Mandatory%20Training,Risk%20Assessment%20(CARA))*.*

Please contact tracer@qed.qld.gov.au or 1300 TRACER (1300 872 237) if further assistance is required.

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## ***Risk – inherent and residual***

[***What is inherent risk?***](#ExternalProvider)

The **inherent risk level** refers to the level of risk associated with an activity *before* any control measures are put in place.

All activities must be considered in terms of their *inherent* level of risk. Once this is determined, control measures must be implemented to eliminate or minimise a risk as far as is reasonably practicable. These decisions ensure all activities are justified by the expected educational outcomes, given the level of *residual risk* (the risk remaining after control measures are applied).

The published CARA guidelines:

* demonstrate the minimum safety standard for student participation
* determine the *inherent* risk level of the activity
* provide activity requirements and suggested control measures
* guide schools to consider additional hazards, risks and control measures specific to their local context.

By following the requirements and recommendations of the CARA guidelines, schools can ensure that risks are eliminated or minimised as far as reasonably practicable, resulting in an acceptable *residual risk* level.

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***What is residual risk?***

Residual risk is the level of risk that remains after control measures have been implemented to eliminate or minimise hazards. The published CARA guidelines provide the inherent risk level of the activity (the risk before control measures are applied) and helps schools implement strategies to reduce risks to an acceptable residual level.

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***School-wide CARA process***

[***What is required to establish a school-wide CARA process?***](#ExternalProvider)

There are some actions required by the CARA procedure and other decisions that are made at the local level that comprise the school-wide CARA process. For example, the [Managing risks in school curriculum activities flowchart](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) summarises the approval and documentation requirements of the CARA procedure, but states that it’s a school-based decision whether the risks, hazards and control measures of medium risk level activities are documented within teacher planning or additionally, as a CARA record in OneSchool.

There is **no requirement** to create a [OneSchool CARA record](#_Non-curriculum_activities) for **low** and **medium** risk level activities.

In accordance with the red tape reduction program of work, unnecessary processes should be eliminated.

The school-wide CARA process should be integrated with other established safety systems to enhance the school’s overall safety culture. It’s important to specify WHO is involved and the process for HOW it will occur in your school.

Some things for consideration are:

1. How will adult supervisors of the activity collaborate to identify foreseeable risks. When should external experts or venue operators be consulted?
2. How will school leaders monitor CARA documentation to make sure it complies with the CARA procedure and with the schools’ process?
3. How will school leaders document approval for activities not requiring a OneSchool record?
4. How is parent consent being managed?
5. How will risk assessments be reviewed at the end of the activity? How will these review comments be utilised by others for continual improvement of safety?
6. How are incidents or near misses recorded to comply with the [*Health, safety and wellbeing incident management* procedure](https://ppr.qed.qld.gov.au/pp/health-safety-and-wellbeing-incident-management-procedure)?
7. How will supervisors be [inducted](#Induction) on supervision and emergency plans prior to the activity?
8. Have [relief teachers](#Relief_teachers) been considered in your school-wide CARA process?
9. How and when are students being instructed in the safety protocols and correct techniques of the activity?
10. Have safety protocols been established for standard school processes such as injury management, bus [travel](#_Travel), students separated from the group on [excursions](#_Excursions)?
11. How will the school-wide CARA process be reviewed for effectiveness?

This list is by no means exhaustive and your school context will dictate what needs to be included in the school-wide CARA process.

In addition to [annual CARA training](#_Training_requirements), any school-based staff involved in the planning, delivery and approval of student activities are also required to be provided with the bespoke training in the established school-wide CARA process. This training is to be provided by the school and there is a [school-specific CARA training slideshow](https://ppr.qed.qld.gov.au/attachment/school-specific-cara-training-slideshow.pptx) available to support the delivery of this training. Include somewhere that it forms part of the induction each year and the slideshow available for this purpose.

For further information, watch the [Implementing a school-wide CARA process](https://learningplace.eq.edu.au/cx/resources/file/19a1eb6b-2bdd-46cc-b759-a80743ef9c1a/1/segment.html#AV21-013) video and the [Considering student safety when planning curriculum activities](https://learningplace.eq.edu.au/cx/resources/file/19a1eb6b-2bdd-46cc-b759-a80743ef9c1a/1/segment.html#AV21-101) video.

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[***Who is responsible for establishing a school-wide CARA process?***](#ExternalProvider)

The [CARA procedure](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) requires principals to:

* develop, establish and implement a school-wide CARA process for the local school context;
* monitor and review this school-wide CARA process for operational effectiveness and ongoing compliance.

Regional Directors provide support for principals in establishing and implementing a school-wide CARA process in accordance with the CARA procedure.

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## ***Supervision***

## ***What supervision ratio is recommended?***

Activities that are governed by a Code of Practice **must** comply with that code of practice. (e.g. SCUBA, snorkelling).

There is no universal supervision ratio for all activities, as each learning context is unique. Supervision ratios must be determined based on the specific circumstances of the activity, including factors such as the environment, facilities, equipment, supervisor capability, and student needs.

Considerations when determining supervision ratios:

* Supervisor skills and qualifications; and capacity (performance and ability)
* Environmental factors – weather conditions and other external influences
* Facility and equipment factors - visibility of students, equipment
* Student factors – number of participants, age, competency, medical conditions, disabilities, behaviours impacting safety
* Activity factors – complexity of skill required.

The risk to students may be elevated if hard-and-fast ratios are applied without first considering the local context of the activity (environment, facility and equipment, supervisor capability, students).

**Principals, in collaboration with the adult supervisors of the activity,** determine a supervision ratio that best fits their activity context.

The final number of supervisors needs to fulfil instructional, emergency and supervision roles, considering the nature of the activity, students’ ages, abilities and specialised learning, access and/or health needs. In some instances, the final supervision ratio may be 1:1.

If the minimum standard for supervision cannot be met, the activity (or elements of it) must be modified. The [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) should be consulted to implement alternative control measures to meet or exceed the minimum safety standard (e.g. reduce the number of students in the water at any one time).

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## ***What if the*** [***external provider***](#_External_providers_1) ***insists on using their program and supervision ratios?***

Principals make the final decisions in approving activities. These decisions must ensure all activities are justified by the expected educational outcomes, given the level of [residual risk](#_Risk_–_inherent).

As part of the [school-wide CARA process](#School_wide_CARA_process), the school (i.e. the principal or the teacher with overall responsibility for the activity) should involve the [external provider](#ExternalProvider) in collaboratively planning the activity to ensure all foreseeable hazards, risks, and control measures relevant to the activity and the specific school and group circumstances have been identified and managed. This collaboration provides an opportunity for the school to raise any concerns with the activity provider prior to the activity.

Activities that are governed by a Code of Practice **must** comply with that code of practice. Principals are to ensure a registered teacher maintains overall responsibility for activities, even when other adult supervisors are engaged to instruct or support activities.

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## ***Supervision and emergency planning***

## ***What should be in a supervision/emergency plan?***

These plans:

* outline the roles and responsibilities of each activity supervisor and the actions to be taken to prevent an incident and to manage an incident if one were to occur
* are to be specific to the activity context and consider the local environment, the facility and equipment being used in the activity and the participants needs.

Note: Supervisors may be allocated more than one role or responsibility or action.

|  |  |
| --- | --- |
| **To prevent an incident** | **To manage an incident** |
| **Supervision role** | **Recovery/Emergency role** |
| Identifying emerging hazards and manage the risks to prevent an incident. | Managing an incident to limit the severity of the consequences. |
| **Specific actions allocated to supervisors include:** |
| * Provide instruction to students on safety protocols prior to the activity
* Provide instruction to students on correct techniques prior to the activity
* Support the activity leader as appropriate
* Provide active supervision for participants and non-participants
 | * Perform an emergency procedure
* Conduct CPR and/or first-aid
* Conduct communication protocols
* Crowd control
* Lead an evacuation of the venue.
 |

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##

## ***What is ‘active supervision’?***

*Active supervision* is a commitment to ensuring the health and safety of students my maintaining focused and attentive oversight during any activity. It involves being fully engaged and prepared to respond to any risks or incidents.

These four steps outline active supervision:

1. **Be Prepared:**
* Understand students’ needs and the number of participants involved in the activity
* Familiarise with safety and emergency protocols, including location of key staff and rescue equipment
* Know the protocols for the activity (e.g. transport arrangements)
* Ensure all necessary materials are ready before starting the activity
1. **Be Close:**
* Stay close enough to provide immediate supervision and manage any incidents that may arise
1. **Give All Your Attention:**
* Focus entirely on the students and any known hazards
* Position yourself strategically to maximise visibility and scan the activity area, adjusting your position as needed
1. **Supervise All the Time:**
* Never leave students unsupervised, or in the care of other students
* Stay alert to emerging hazards, anticipate potential risks, and intervene early to prevent incidents

By following these steps, adult supervisors can ensure a safe and supportive environment for all students during activities.

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## ***Swimming activities***

## ***Is a guide available to support decision making for swimming activities?***

Yes, an extract of Royal Life Saving Queensland’s [Guidelines for Safe Pool Operations](https://rlssq.com.au/department-of-education-queensland) (RLSSQ-GSPO) is available to assist schools in making informed decisions about swimming activities. This guide provides valuable information to help schools ensure the safety of students during swimming activities by aligning with recognised safety standards.

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## ***Are there some examples of supervision ratio decisions available?***

Yes, here are two examples of how a school determined supervision ratios for different classes based on the specific needs of the students and the activity:

* **Year 6A - water safety activities:**
* three students have individual behaviour support plans indicating a “risk to the safety of others”
* two students have medical conditions (seizures, low muscle tone in the limbs) that impact their safety in the water.

The school collaboratively decided that THREE supervisors were needed to prevent and manage incidents.

One supervisor will actively supervise from the pool deck and two other supervisors will conduct the planned activity in the water.

* **Year 6B - swimming for survival activities (lap swimming and stroke correction):**
* all students are competent across the spectrum of competencies outlined in the *Water safety and swimming education program* for the Year 5 and 6 band.

The school collaboratively decided that TWO adult supervisors were sufficient to prevent and manage incidents. All supervisors are allocated to actively supervise from the pool deck.

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## ***What supervisor qualifications are needed for water safety activities?***

All activities conducted in water must meet the **safety standard,** which ensures supervisors have the knowledge and skills to prevent and manage incidents. However, Water Safety and Swimming Education activities have an additional requirement: the person leading the activity to meet the **teaching standard**.

* The **safety standard** ensures supervisors can manage risks and respond to emergencies (e.g. current rescue, CPR, and first-aid qualifications relevant to the activity).
* The **teaching standard** ensures the supervisor has the knowledge and skills to effectively teach water safety and swimming skills to students.
* Schools may consider investing in a **water safety and swimming teacher qualification** that encompasses both the safety and teaching standards.

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***What if a school is unable to provide sufficient qualified adults to conduct the planned swimming lessons?***

There is a distinction between being qualified to a ***safety standard*** (knowledge and skills to prevent and manage incidents) and being qualified to a ***teaching standard*** (knowledge and skills to teach students how to be water safe).

Qualified supervisors are a key component to prevent and manage the inherent risks of the activity. If there are insufficient qualified staff, then the inherent risk of the activity is elevated. In the case of swimming, the inherent risk to students would now be extreme.

If the activity is deemed to be essential to the curriculum, additional control measures may be employed to lift the safety standard above the minimum identified in the CARA guideline, such as improving the supervision ratio to ensure more eyes are on the pool to prevent an incident.

It is important to note that if the risks cannot be effectively managed, the activity must not proceed.

## ***Some examples of supervision ratio decisions are below:***

## ***Scenario 1:***

A small school conducts swimming lessons for 15 students from P­ – 6 at the local municipal pool. The pool does not have a shallow end <900mm and there is only one qualified swimming teacher and one qualified pool lifeguard.

The students’ swimming abilities are assessed prior to the activity:

* 6 x Beginner swimmers
* 7 x Intermediate swimmers
* 2 x Advanced swimmers

*To ensure safety, the school groups students according to their swimming ability and provides additional supervisors as extra control measures to meet the required safety standard. All additional supervisors hold current First Aid and CPR qualifications.*

|  |  |
| --- | --- |
| **Group 1** **Beginner swimmers (6)** | **Group 2** **Intermediate (7) + Advanced swimmers (2)** |
| * learning activities are planned and conducted by a qualified *Swimming teacher* with current CPR and first aid competence including [HLTAID009](https://training.gov.au/Training/Details/HLTAID009), [HLTAID011](https://training.gov.au/Training/Details/HLTAID011) and [SISCAQU020](https://training.gov.au/training/details/SISCAQU020/unitdetails).
* activities are conducted on a swimming platform or along the side/edge of the pool.
* Depending on the beginning swimmers’ skill level or if the municipal pool is shared with other users, the school may assign an additional adult supervisor (e.g. teacher aide/parent/guardian volunteer - unqualified) to support this group
 | * learning activities are planned by the qualified *Swimming teacher* and conducted by a teacher/teacher aide holding [*SISCAQU019*](https://training.gov.au/training/details/SISCAQU019/unitdetails)*: Supervise clients in aquatic locations* unit of competency.
* another adult staff member or parent volunteer (unqualified) provides support for this group
 |

## ***Scenario 2:***

A school has scheduled water safety and swimming lessons for students in Years 4 – 6. The only qualified *Swimming Teacher* is unexpectedly on extended leave. The school has decided to proceed with the scheduled lessons under the supervision of a replacement teacher who holds current CPR and first aid qualifications but who does not have formal *Swimming Teacher* qualifications.

The principal has assessed the situation and believes the replacement teacher has the knowledge and skills to conduct the activity safely and manage incidents if they occur. To ensure the safety standard is maintained, the school has implemented the following actions:

1. The principal will:
	1. improve the supervision ratios at the pool through additional staffing allocation (ie. First Aid and CPR qualified teachers/ teacher aides)
	2. collaborate with the replacement teacher to prepare the emergency and supervision plans
	3. collaborate with the replacement teacher to provide induction for all supervisors for the activity to ensure they understand their roles and responsibilities
2. The replacement teacher will:
	1. use the WSSEP for guidance in planning appropriate learning activities
	2. collaborate with the local network of swimming teachers for support in identifying foreseeable risks and planning appropriate control measures.

## ***Scenario 3:***

Three small schools (40 students in total) are conducting a joint swimming carnival at an unmanaged 25m municipal pool. Due to the difficulty of securing qualified supervisors, the 3 principals collaborated to identify the hazards, risks, and additional control measures to ensure the safety of all participants.

They have decided that 6 supervisors are sufficient for the activity context, four supervising the pool deck and two supervising the spectator area.

One of the supervisors is a registered teacher with [*SISCAQU019*](https://training.gov.au/training/details/SISCAQU019/unitdetails)and with the CPR, first aid and rescue qualification who will act as the *Carnival Leader.*

Another of the supervisors is also a registered teacher, one is a teacher aide and three are parent volunteers. None of these supervisors have formal swimming qualifications. These supervisors will support the *Carnival Leader* to supervise the carnival

The *Carnival Leader* has prepared the [emergency and supervision plan](#SupervisionEmergencyPlan) that includes:

* four lanes of the pool to be used with one swimmer per lane
* one adult supervisor per lane to supervise students and to time-keep
* the Carnival Leader is responsible for instructing students to exit the pool at the end of each race
* lane supervisors/time-keepers must not turn their back on the water until all students have vacated the water
* adult supervisors on the pool deck must supervise the pool at all times and are not responsible for supervising non-swimmers
* beginner students to swim in chest deep water only, to swim in the lane next to pool edge, to remain within arm’s reach of an adult supervisor and swim only 10m per race
* intermediate swimmers will swim 25m per race
* advanced swimmers will swim 50m per race and will not perform tumble-turns
* non-participating students will be supervised in the designated spectator area at a ratio of 1:20 by adults not involved in supervision on the pool deck.

The *Carnival Leader* reviewed the previous year’s *Water safety and learn to swim program* [Sequence of competency](https://learningplace.eq.edu.au/cx/resources/file/02e2b3b1-2180-4e35-8480-e49f6a44bb44/12/S8611.zip/assets/docs/other/wssep_yp-10_seqofcomp.pdf) records to assess students’ swimming and water safety skills prior to conducting the swimming carnival. For students with unconfirmed competence, the *Carnival Leader* will conduct a warm-up activity to individually test their current level of confidence and skills in the water.

## ***Scenario 4:***

A school has scheduled a class of 26 students in Year 11 to achieve a Bronze medallion qualification as part of a broader school surf lifesaving program.

* A registered teacher is appointed to maintain overall responsibility for the activity and a teacher aide is also appointed as a supervisor. While neither of the adult supervisors have [*SISCAQU021*](https://training.gov.au/training/details/SISCAQU021/unitdetails) *Perform complex water rescues* unit of competency (as listed on the CARA guideline) both have current Surf Life Saving Queensland Bronze medallion qualifications and are active patrol members for their local Surf Life Saving club.
* The activity will initially be conducted in a creek to build student knowledge and skills. Once students demonstrate sufficient competence, the activity will progress to the surf.
* Student water safety and swimming skills were assessed prior to the activity using the previous year’s *Water safety and learn to swim program* [Sequence of competency](https://learningplace.eq.edu.au/cx/resources/file/02e2b3b1-2180-4e35-8480-e49f6a44bb44/12/S8611.zip/assets/docs/other/wssep_yp-10_seqofcomp.pdf) records. All students have ‘beyond advanced’ swimming skills in a pool environment.
* [Weather conditions](http://www.bom.gov.au/) and accurate information on [tides](http://www.bom.gov.au/australia/tides/#!/qld), depths, currents and other expected water conditions will be reviewed prior to undertaking the activity and the intended location will be inspected beforehand to identify variable hazards and risks.
* The registered teacher will:
* consult with the local lifeguard to identify any additional foreseeable risks to student safety
* prepare an emergency and supervision plan, consulting the CARA guideline for *Swimming in locations other than pools* and [SLSA's Beachsafe](https://beachsafe.org.au/surf-safety) resources
* induct the teacher aide on emergency and safety procedures
* instruct students on safety procedures and correct techniques prior to the activity.

The principal appoints an additional adult supervisor to the activity while students are undergoing training and assessment for the Bronze medallion. If additional staff are unavailable, the registered teacher will reduce the number of students in the water at any time.

Other control measures were considered, such as limiting student swimming depth, but these were deemed to undermine student learning outcomes**.**

After all 26 students have achieved their Bronze Medallion and demonstrated surf awareness and self-rescue skills, the principal determines the skills and knowledge of the registered teacher and the teacher aide are sufficient to safely conduct the activity with all 26 students in the water simultaneously.

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## ***What are the requirements if my school owns the pool?***

The department’s [Asset maintenance and school swimming pool operation procedure](https://ppr.qed.qld.gov.au/pp/asset-maintenance-and-school-swimming-pool-operation-procedure)provides clear guidelines and responsibilities for state schools with swimming or hydrotherapy pools, including the[School Swimming Pool Operation and Management Guidelines*.*](https://ppr.qed.qld.gov.au/attachment/swimming-pool-operation-and-management.docx)

For further information about specific risks for your pool, please contact your local [regional office](https://education.qld.gov.au/contact-us/state-schools-regional-contacts).

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## ***Why are free swimming activities not recommended? Can students still have fun in the pool?***

Following a [series of pool-related incidents](https://www.worksafe.qld.gov.au/news-and-events/alerts/incident-alerts/2023/one-swimming-pool-drowning-and-one-near-drowning), including the [tragic drowning of a student in Victoria](https://www.worksafe.vic.gov.au/news/2024-05/180000-fines-after-student-drowns-school-camp), changes were made to the CARA guidelines to help prevent similar incidents occurring.

*Unstructured* activities, such as free swims, can lead to unsafe behaviours that may endanger themselves or others, including:

* swimming out-of-depth
* playing breath-holding games
* actively seeking to be out-of-sight of supervisors.

These behaviours increase the likelihood of a critical incident occurring. When assessed using the [CARA risk matrix](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA), unstructured activities inherently pose an extreme risk to student safety. As a result, free-swim activities are **not** recommended.

When intending to undertake any extreme risk activity, teachers must consider planning an alternative activity or modifying the activity to reduce the risks.

By modifying activities to provide structure, students can still enjoy water-based activities while staying safe. Structured activities engage students purposefully and help mitigate risks. Some examples of structured activities include:

* novelty races using pool noodle or kick boards
* strength/endurance activities such as water running in waist-deep water
* modified ball games such as volleyball.

At all times, safe participation in any activity begins with a commitment to health and safety from all adult supervisors. Structured activities not only ensure safety but also allow students to have fun and learn valuable skills in the water.

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## ***Third-party risk assessment tools e.g. Risk Assess***

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## ***Can schools use third-party risk assessment tools instead of the CARA guidelines?***

## No, third-party risk assessment tools (e.g. Risk Assess) **cannot replace** the **CARA process for Queensland State Schools.**These tools are onlyable to identify some hazards of the activity and do not provide the comprehensive risk management required by the CARA guidelines.

## While they cannot replace the CARA process, third-party tools may be used as a complementary resource. They can provide additional insights into specific hazards, risks, and control measures, which can then be incorporated into the CARA record.

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## ***Training requirements***

***[What CARA training is required?](#ExternalProvider)***

## School-based staff involved in the planning, approval and/or delivery of student activities are required to participate in a program of annual CARA training. The **minimum** CARA training involves completion of both:

1. the relevant training course conducted as part of the [Mandatory All-Staff Training program](https://intranet.qed.qld.gov.au/about/PrioritiesandInitiatives/mandatorytraining/Pages/mandatory-all-staff-training-program.aspx) (consult [Education Futures Institute catalogue](https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute)). Either:
	* CARA [training course](https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute)

or

* + CARA [refresher training course](https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute)

**and**

1. bespoke school-provided training in the established school-wide CARA process. There is a [school-specific CARA training slideshow](https://ppr.qed.qld.gov.au/attachment/school-specific-cara-training-slideshow.pptx) available to support the delivery of this training.

All training information is found on the [CARA process webpage](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA).

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## ***Travel***

***[How should travel to and from excursions be safely managed?](#SupervisionEmergencyPlan)***

Managing travel is an important part of managing overall safety of excursions. Schools are required to follow two separate procedures to identify potential hazards, assess risks and implement control measures for excursions.

For all off-site activities, schools refer to the [school excursions procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure). It is anticipated the school has developed a school-wide process for managing excursions, including safety protocols while travelling (e.g. wear a seatbelt, prohibiting standing while the vehicle is in motion). Consult the [school excursions procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) for more information.

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