

Holloways Beach Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 29-Jan-2026			
Activity:	Marine organism activities		
Activity Scope:	<p>Guideline review date: 24 September 2025</p> <p>This guideline demonstrates the minimum safety standard for student participation in activities involving marine organisms (e.g. dissecting marine specimens, bait gathering, fishing, preparing marine organisms for consumption) to support curriculum delivery. This activity may involve the use of a range of equipment (e.g. sharp tools, fishing tackle, heating equipment).</p> <p>The Department of Education is committed to ensuring that curriculum activities are planned for and managed in accordance with the Work Health and Safety Act 2011 (Qld), to ensure, as far as is reasonably practicable, the safety of students, staff and others.</p> <p>Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. swimming in locations other than pools, power boating) must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>Rock fishing (fishing from rocky outcrops into the sea) is not permitted.</p> <p>For curriculum activities involving:</p> <ul style="list-style-type: none"> biological material (e.g. studying biological specimens in a laboratory), consult the biological activities activity guideline. the introduction of agents or conditions that may contaminate food, consult the food experimentation activity guideline. <p>For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.</p> <p>For activities conducted off-site, schools must comply with the school excursions procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/marine-organism-activities		
Activity Description:			
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Activities at medium risk locations (e.g. on a jetty) and/or with medium risk equipment (e.g. single hooks, bait nets) and/or organisms that may cause a minor injury (e.g. spiny fish, prawns, crayfish, barbless rays).		
Start Date:	Thursday, 29 January, 2026	End Date:	Thursday, 28 January, 2027
On School Grounds:	No	Is parental permission required for this activity?	Yes

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Activity Requirements	
<ul style="list-style-type: none"> • A registered teacher must be appointed to maintain overall responsibility for the activity. • Teachers, in collaboration with other adult supervisors of the planned activity, determine additional risks, hazards and control measures relevant to the activity and the specific school/group circumstances in order to lift the safety standard above the minimum identified in the CARA guideline. • Consult review comments from previous CARA records to improve safety standards based on the advice from the previous supervisors of the activity at the school. • Prior consultation and collaboration with local expertise (e.g. local council, marine park managers) is required for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety. • Schools must comply with animal welfare legislation. Consult the department's animals in education webpage. Comply with animals in Queensland state schools procedure when handling live animals. Follow the relevant standard operating procedures from Queensland Schools Animal Ethics Committee's forms and publications to maintain the duty of care associated with any use of an animal. • All organisms that cannot be positively identified by a qualified adult supervisor are to be considered potentially hazardous. • Obtain any approvals, permits or safety advice from the local authority (e.g. lifeguards, marine park managers, Great Barrier Reef Marine Park Authority, property owners), if relevant. • Schools must prevent and manage infection control in accordance with the infection control procedure. Utilise the infection control guideline for practical implementation advice. • Unfamiliar activities (e.g. from online sources) must be trialled without students to identify foreseeable hazards and plan safety processes. Do not proceed if risks of the activity outweigh educational outcomes. • Include any additional information used to support student safety in the activity (e.g. resources from standard operating procedures from Queensland Schools Animal Ethics Committee's forms and publications, published experiments/activities or online risk assessment tools) on the CARA record. • Comply with the Queensland Government's recreational fishing rules, e.g. catch limits, closed waters when conducting fishing and/or bait gathering activities. 	<input checked="" type="checkbox"/>
<p>Students</p> <ul style="list-style-type: none"> • Schools must consider age, maturity and skill level of students when planning curriculum activities. Ensure participants' current level of confidence and skills in the water have been tested. Consult the sequence of competency found in the water safety and swimming education program for guidance at each year/band level. • Adjustments are required for students with disability to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed. • Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure. Record information about any student condition (e.g. physical or medical, such as epilepsy) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. • For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity. • For participants with known allergies, schools must comply with the supporting students with asthma and/or at risk of anaphylaxis at school procedure and the school's anaphylaxis risk management plan, including an adult supervisor of the activity with anaphylaxis training. 	<input checked="" type="checkbox"/>

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<p>Emergency and first-aid</p> <ul style="list-style-type: none"> • Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. accidental ingestion, exposure to poisonous material) and incorporate the advice from local authorities (e.g. position and location of lifeguard). • Adult supervisors must have: <ul style="list-style-type: none"> ◦ emergency contact details of all participants ◦ a medical alert list and a process for administering student medication ◦ communication equipment in waterproof containers suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. • Safety procedures must be determined for the location (e.g. using specialised equipment, handling organisms safely) and are to be informed by details provided on manufacturer's instructions, product labels, vendor SDS, SOP and local authorities, Beachsafe website and/or Royal Life Saving key facts as appropriate. • Ready access is required to buoyant and rescue aids (e.g. lightweight poles, water noodles or ropes with a float attached). • Access is required to first aid equipment and consumables suitable for foreseeable incidents. Refer to Queensland Poisons Information Centre for further information about types of poisoning and first aid treatment, or phone 13 11 26. 	<input checked="" type="checkbox"/>
<p>Induction and instruction</p> <ul style="list-style-type: none"> • Induction is required for all adult supervisors on emergency procedures (e.g. location of first aid support and equipment, evacuation assembly points) and safety procedures (e.g. storing fishing equipment safely, , handling hooks and fishing knives, spacing between participants, identification of ingestion hazards, safe casting). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the location (e.g. marine park rangers). • Induction is required for students and adult supervisors on correct techniques (e.g. correct set-up and operation of equipment, safe handling) to ensure preliminary water safety knowledge and learning prior to the activity. Rule-reminders are to be provided throughout the activity. • Teacher demonstrations are recommended to exemplify safe and hygienic practices and techniques. • When conducting fieldwork, participants must receive prior instruction on potential hazards (e.g. fragile banks, back casting, oyster hazards), basic first aid procedures for biological hazards (e.g. blue bottle stings, midge bites), appropriate behaviours to help keep themselves safe during the activity (e.g. remain in an appropriate depth of water) and the process if lost or separated from the group. 	<input checked="" type="checkbox"/>
<p>Consent</p> <p>Parent consent is required for all activities conducted off-site and all extreme risk level activities conducted onsite. It is strongly recommended that parent consent is obtained for high risk level activities conducted on-site.</p>	<input checked="" type="checkbox"/>

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Risk Management Details

Supervision	
Principals, in consultation with the qualified adults, make final supervision decisions for the activity that considers the local context.	
<p>Appropriate adult supervision must be provided to manage the activity safely i.e. prevent an incident from occurring and manage an incident if one were to occur, including managing emergency situations. At no time should students be relied upon to recover a person in difficulty. The principal must give active consideration to the minimum standards set in the CARA guideline for the activity, the CARA planner and the risk assessment when determining the appropriate level of supervision.</p> <p><i>See Number of adult supervisors (below).</i></p> <p>Prepare a supervision plan to prevent drowning that considers the advice provided in this CARA guideline.</p> <p>Where a lifeguard service is available, schools are to collaborate with the lifeguard on the contents of the CARA record prior to the activity for advice and to address any queries they may have. Note: The presence of a lifeguard service does not absolve the school of any supervision requirements unless secured for the sole purpose of the activity.</p> <p>Participants must adhere to all rules and advice communicated by the local lifeguard service, facility operator/owner and any safety signage at the facility/location.</p> <p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be familiar with the contents of the CARA record, including the Emergency and Supervision Plans. <p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must provide active and direct supervision – be constantly vigilant, attentive and rescue ready • must comply with control measures from the CARA record and adapt as hazards arise • must not rely on students to recover a person in difficulty at any time. <p>The activity must be suspended if the conditions become unfavourable (e.g. poor visibility, extreme temperatures).</p> <p>Number of adult supervisors</p> <p>Principals, in consultation with the qualified adults of the activity, determine the final number of supervisors to fulfil instructional, emergency and supervision roles for the local context that consider RLSSQ's Guidelines for safe pool operations, 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.</p> <p>To support decisions about the number of qualified adults required for the activity, confirmation of student water safety and swimming ability is required prior to participation. See FAQ's for further support. The process is determined by the school and must consider the specific aquatic environments in which the activity will take place. Consult the sequence of competency water safety and swimming education program for support in determining age-appropriate suitability and consider student self-rescue skills in the specific aquatic environment.</p> <p>If the minimum safety standard cannot be met, modify the activity (or elements of it) and use the hierarchy of controls to implement alternative control measures to meet or exceed the minimum safety standard (e.g. reduce the number of students participating at any one time).</p> <p>*See FAQ's for further support.</p>	<input checked="" type="checkbox"/>

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Supervisor Qualifications	
Qualifications support the minimum safety standard for this activity. Principals make final decisions* in determining supervisor capability (competence, relevance and currency) and whether the activity leader meets an appropriate teaching standard. * See FAQ's for further support.	
All adult supervisors must comply with the working with children authority—Blue Cards procedure.	<input checked="" type="checkbox"/>
Qualified adults for the activity Recovery/emergency – CPR, First aid, Rescue	
Adults at the venue, including registered teachers, engaged for recovery/emergency are to have current knowledge, judgement, technique and physical ability to carry out safe water rescues and enact an emergency procedure. Recovery/emergency units of competency include: <ul style="list-style-type: none"> • HLTAID009 Provide cardiopulmonary resuscitation (CPR) or equivalent; and • HLTAID011 Provide first aid or equivalent competencies • SISCAQU020 Perform Water Rescues <ul style="list-style-type: none"> ◦ a current statement of attainment from a registered training organisation (RTO) or governing sporting body covering SISCAQU002—perform basic water rescues unit of competency ◦ a current bronze medallion appropriate to the activity environment. 	<input checked="" type="checkbox"/>
An adult with concussion management knowledge or training is recommended. Consult Concussion in sport resources.	<input checked="" type="checkbox"/>
At least one adult supervisor is:	
A registered teacher, or other adult supervisor working under the direct supervision of a registered teacher, with competence (knowledge and skills) in recognising, and responding to, toxic and dangerous marine organisms and in handling marine organisms relevant to the level of risk identified.	<input checked="" type="checkbox"/>
For activities where students enter, or are at risk of entering water:	
A registered teacher with demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include: <ul style="list-style-type: none"> • qualifications in physical education or similar. 	<input checked="" type="checkbox"/>
*See FAQ's for further support. Maritime-related enquiries should be directed to the nearest Maritime Safety Queensland regional office.	

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Facilities and Equipment	
Activities on rocky outcrops (e.g. specimen collection) must consider environmental factors (e.g. tides, rock stability) when determining an appropriate location for the activity.	<input checked="" type="checkbox"/>
Provide hygienic facilities if food is to be prepared for human consumption (refer to the food experimentation activity guideline).	<input checked="" type="checkbox"/>
Field guides, charts and/or keys must be consulted to correctly identify species.	<input checked="" type="checkbox"/>
Do not handle organisms that cannot be positively identified by a qualified adult supervisor. Refer to dangerous marine life and the Queensland Museum for information on toxic and dangerous Australian marine animals.	<input checked="" type="checkbox"/>
Confirm the suitability of any species intended for human consumption. Consult protected and no-take species .	<input checked="" type="checkbox"/>
Consult chemicals in curriculum activities for support in assessing the risks of chemicals used with/by students in curriculum activities.	<input checked="" type="checkbox"/>
If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on chemicals in curriculum activities and plant, equipment and materials in curriculum activities .	<input checked="" type="checkbox"/>
Schools must maintain, store, transport and dispose of biological material appropriately (e.g. use clinical and related waste guideline). Such materials include but not limited to: live animals (e.g. worms, fish), biological material (e.g. specimens), wastes (e.g. paper towel, gloves) and used instruments (e.g. dissection boards, tongs).	<input checked="" type="checkbox"/>
Participants must wear personal protective equipment as relevant (e.g. enclosed footwear with thick soles, safety gloves, personal flotation device).	<input checked="" type="checkbox"/>
Other personal protective equipment appropriate to the activity may include lab standard eye protection, appropriate face protection (e.g. mask to protect against airborne toxins, eye protection when casting during fishing).	<input checked="" type="checkbox"/>

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First aid equipment and consumables, as required. All emergency equipment and processes (e.g. eye wash unit) must be functional.	☑
Equipment and tools must be well-maintained, transported safely (e.g. using a protective cover) and stored appropriately. Conduct a visual inspection of equipment to identify damage and remove from use.	☑
Clean up equipment as necessary (e.g. dustpan, waste bags, spill kit, disinfectants).	☑

Hazards and Control Measures	
Environmental hazards	
<p>Animal bites/diseases - Stings, poisoning, infection</p> <ul style="list-style-type: none"> Advise students not to handle marine organisms until explicitly instructed by the qualified adult supervisor. Avoid contact with marine creatures where spines may inject poison or break off and cause infection and/or bites may be poisonous. Treat all wounds and bites immediately for infection control. Adhere to established practices regarding the use of insect repellent, outlined in insect viruses and allergies. 	☑
<p>Biological material</p> <ul style="list-style-type: none"> Manage open wounds before, during and after the activity. Consult infection control guidelines and Queensland Health's exclusion periods for infectious conditions poster for first aid and hygienic practices. Wash hands and other contaminated areas of the body with soap and water before leaving the activity site. Clean tools and equipment following use to reduce the risk of contamination or accidental exposure. Dispose of hazardous biological materials using a double-bagging technique. Label and date all specimens and samples for storage. Refrigerate as necessary. Dispose within appropriate timeframes. 	☑
<p>Dangerous marine life - e.g. crocodiles, sharks, stonefish, marine stingers, stonefish, sea snakes, blue-ringed octopus, cone shells, cyanobacteria, coral (scrapes)</p> <ul style="list-style-type: none"> Check with the local authority (e.g. local government) for the presence of known water contaminants (e.g. blue-green algae) or other marine hazards (e.g. stonefish) at the location. Look for and obey warnings and/or safety signs Follow Queensland Government dangerous marine life and Surf Life Saving Queensland marine stinger safety advice. Marine organisms are not to be handled and contact is to be avoided. Continually assess threat of dangerous marine life. Immediately move the participants to a safe location if dangerous marine life is detected or suspected. Ensure stinger suits and/or footwear is worn in the water when appropriate (e.g. enclosed footwear with thick soles when swimming in creeks or estuaries where dangers such as stonefish may be present). 	☑

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<p>Environmental conditions - Weather, surfaces, surrounds</p> <ul style="list-style-type: none"> Assess weather conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. Follow the school's sun safety policy, including appropriate clothing (e.g. long sleeved shirts), sun protection (e.g. sunscreen) and shade facilities when outside. Follow the managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions. Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. Monitor participants for cold related illness (e.g. hypothermia). Manage cooler water temperatures with additional control measures e.g. ensure warm clothing is prepared for cold weather conditions etc. Note: sudden temperature changes may trigger seizures When participating at night, provide appropriate lighting/illumination. 	<input checked="" type="checkbox"/>
<p>Facilities and equipment hazards</p>	
<p>Activity location</p> <ul style="list-style-type: none"> Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed. Undertake a reconnaissance of new or infrequently used venues to ascertain suitability. 	<input checked="" type="checkbox"/>
<p>Faulty or dangerous equipment</p> <ul style="list-style-type: none"> Comply with recreational fishing rules for all fishing equipment. Check equipment for damage before and during the activity. Check jetties for tripping hazards such as loose boards and protruding nails. Consider using flattened barbs on hooks. 	<input checked="" type="checkbox"/>
<p>Hazardous chemicals</p> <ul style="list-style-type: none"> All chemicals required for the decontamination processes must be arranged in advance and be readily available. 	<input checked="" type="checkbox"/>
<p>Heat sources and radiation - Hot plates, fire, steam</p> <ul style="list-style-type: none"> Only appropriately-qualified adult supervisors may manage radiation sources and equipment (e.g. fires, stovetops). Establish and implement an exclusion zone away from radiation. Clearly identify hot surfaces and allow to cool before being returned to storage. Manage heat sources and/or combustible substances safely. This includes, but is not limited to: using only small quantities of combustible substances, keeping combustible or toxic substances away from naked flames. 	<input checked="" type="checkbox"/>
<p>Vehicles / vessels</p> <ul style="list-style-type: none"> Ensure access to waterways is available for emergency vehicles. 	<input checked="" type="checkbox"/>
<p>Wastes</p> <ul style="list-style-type: none"> Dispose of waste according to established safety procedure as soon as possible after the activity. 	<input checked="" type="checkbox"/>

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Student considerations	
Physical exertion - Exhaustion and fatigue <ul style="list-style-type: none"> Continually monitor participants for signs of fatigue and exhaustion, particularly if wading while dragging a bait net. Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. 	☑
Manual handling - Lifting equipment <ul style="list-style-type: none"> Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying. Use aids for safe handling, lifting and carrying (e.g. guards, safety steps and mobile trolleys), as appropriate. 	☑
Student issues - High risk behaviours, separation from the group <ul style="list-style-type: none"> Remove accessories (e.g. jewellery, lanyards) before participating. Ensure fingernails, hair and clothing (e.g. long hair, loose shirts) do not pose a hazard. Account for all equipment, chemicals and resources (e.g. matches, sharp tools) after the activity. Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants before, during and after the activity. Adopt system of signals to clearly communicate the need for assistance if in difficulty. 	☑
Visibility <ul style="list-style-type: none"> Provide adequate space for each participant. Have students wear easily identifiable clothing (e.g. high visibility rash vest). Ensure staff can easily recognise those students with health support needs (in and out of the water) and are familiar with their needs. 	☑
Additional links Department of Primary Industries Queensland Government – coastal marine habitats Australian school science information support for teachers and technicians	

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Cunningham	Meredith	Staff Member	N/A
Francis	Timothy	Staff Member	N/A
Hamlyn	Sarah	Staff Member	N/A
Milne	Lance	Staff Member	N/A
Mulqueen	Terri	Staff Member	N/A
Perham	Phil	Staff Member	N/A
Rohan	Cindy	Staff Member	N/A

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Thomas	Stephen	Staff Member	N/A
Woolcock	John	Staff Member	N/A

Planning Considerations

Which students will be involved?

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

Where will the students be?

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students appropriate for the available space?
- If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire,) and necessary controls implemented.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

What will the students be doing?

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place e.g. communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, will not be shared between students.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [Relevant department procedures and guidelines](#) are adhered to for the use of equipment and work processes.

Who will be leading the activity?

- A registered teacher has overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

I have incorporated the above factors when planning my risk management strategies for this activity.

Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.

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