

# Holloways Beach Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 12-Feb-2024			
Activity:	<b>Power boating activities</b>		
Activity Scope:	<p>This guideline is provided to support schools in implementing the <a href="#">Managing risks in school curriculum activities procedure</a>.</p> <p>The <a href="#">CARA planner</a> must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.</p> <p>For activities beyond the scope of this guideline, complete a CARA record using the <a href="#">CARA generic template</a>.</p> <p><b>This guideline relates to student participation in power boating activities during daylight hours in Queensland regulated vessels as an activity to support curriculum delivery.</b></p> <p>Note: Schools <b>are not to</b> operate a power boat using a <a href="#">coastal bar crossing</a>.</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. <a href="#">Marine organism activities</a> while <a href="#">Snorkelling</a>) must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>For activities conducted at a non-Department of Education venue, and/or when engaging external expertise (e.g. charter company), request written risk assessment advice detailing the <a href="#">Safety management system</a> from the Australian Maritime Safety Authority, vessel registration, safety and communications equipment and crew qualifications and attach it to this CARA record.</p> <p>For activities conducted off-site, schools must comply with the <a href="#">School excursions</a> and <a href="#">International school study tours</a> procedure.</p>		
Guidelines:	<a href="https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines</a>		
Activity Description:			
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Operating a power boat in smooth and partially smooth waters		
Start Date:	Monday, 12 February, 2024	End Date:	Friday, 13 December, 2024
On School Grounds:	No	Is parental permission required for this activity?	Yes

### Activity Requirements

All craft must comply with [Safety Management Systems, Queensland Department of Transport and Main Roads](#) registration, maintenance and equipment requirements.

Schools using their own vessel/s must keep maintenance records as outlined in the [Guidelines for a safety management system](#).

A [Boatsafe Training Provider](#) must be used if issuing boat licences to students.

[Queensland Government Zoning and designated areas](#) must be consulted for restricted areas.

Permits and permissions are required to be obtained as necessary (e.g. [Queensland Government Marine](#)

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[park permits and activities](#), [Great Barrier Reef Marine Park Authority](#)).

Participants must adhere to all rules and advice communicated by local marine rescue service, facility operator/owner and any safety signage at the facility/location.

Confirmation of student water safety and swimming competence is required prior to participation. 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.

### Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](#) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the [Managing students' health support needs at school](#) procedure. Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

### Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. onboard fire, rescue of a person overboard, capsizing, sinking, running aground).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication;
- communication equipment suitable to conditions (e.g. marine VHF radio, mobile phone, satellite phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions;
- recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB]);
- an appointed emergency contact (e.g. the Principal, [local volunteer marine rescue service](#)) who is provided activity details (the location, the number and names of the party, the estimated time of departure/arrival);
- emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).

Safety procedures must be determined for the location (e.g. safety regulations conforming to current [Maritime Safety Queensland](#) requirements, signalling for assistance, avoiding moving engine parts/propeller, process to rapidly communicate emergency advice to adult supervisors of impending severe events) and incorporate advice from local authorities, as appropriate.

Access is required to [First aid equipment](#) (e.g. heat pack, ice pack, vinegar) and consumables suitable for foreseeable incidents. Consult [National Standard for Commercial Vessels C7A](#) and [Safety equipment for boats in QLD](#) for further information.

Access is required to rescue equipment (e.g. working emergency signal such as whistle or air horn, a suitable means of cutting fishing line or rope).

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](#).

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- [HLTAID009](#) Provide cardiopulmonary resuscitation (CPR);
- [HLTAID010](#) Provide basic emergency life support;
- [HLTAID011](#) Provide first aid;

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<ul style="list-style-type: none"><li>• <a href="#">HLTAID013</a> Provide first aid in remote situations (if more than 1 hour from definitive medical care);</li><li>• or equivalent competencies.</li></ul> <p><b>Induction and instruction</b></p> <p>Induction is required for all adult supervisors on emergency procedures (e.g. rescue of a person overboard, basic survival techniques), safety procedures (e.g. signalling for assistance, avoiding moving engine parts/propeller, <a href="#">Collision Regulations</a>, vessel handling, communications) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.</p> <p>Participants must adhere to all rules and advice communicated by local lifeguard service, facility.</p> <p>Instruction is required for students on safety procedures and correct techniques (e.g. starting the motor).</p> <p><b>Consent</b></p> <p><a href="#">Parent consent</a> is required for all activities conducted off-site.</p> <p><a href="#">Parent consent</a> is strongly recommended for high risk activities conducted on-site.</p>	
<p><b>The activity requirements have been met and any additional requirements for the activity are included below or attached.</b></p>	<input checked="" type="checkbox"/>

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### Risk Management Details

Supervision	
<p>Specific roles for supervisors must include recovery, emergency and general supervision roles. All adult supervisors must be able to identify, and respond to, risks or hazards that may emerge during the activity. At least one adult supervisor must be able to:</p> <ul style="list-style-type: none"> <li>recover a student from the water</li> <li>be able to take control of the vessel if required</li> <li>operate signalling devices needed in a duress situation, including marine radio and <a href="#">flares</a>.</li> </ul>	<input checked="" type="checkbox"/>
<p>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.</p>	<input type="checkbox"/>
<p>The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.</p>	<input checked="" type="checkbox"/>
<p>One adult supervisor who holds a <a href="#">Recreational Marine Driver Licence</a> must travel in the vessel with the student/s under instruction, providing direct and immediate supervision to students operating vessels. For schools that own and operate their own vessels, consult <a href="#">Section 18A of the Transport Operations (Marine Safety) Act 1994</a> and consider the additional conditions when determining whether the adult supervisor is required to travel in the vessel with students.</p>	<input checked="" type="checkbox"/>
<p>A second adult supervisor must act as a lookout. The lookout must watch for approaching vessels, dangerous marine life and students in difficulty.</p>	<input checked="" type="checkbox"/>
<p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>must be familiar with the contents of the CARA record</li> <li>must assess <a href="#">weather conditions</a>, and obtain accurate information on <a href="#">tides</a>, depths, currents and other expected water conditions (if applicable) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.</li> </ul>	<input checked="" type="checkbox"/>
<p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>must be readily identifiable and all students in sight of at least one adult at all times</li> <li>must closely monitor students with health support needs</li> <li>must comply with control measures from the CARA record and adapt as hazards arise</li> <li>must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms)</li> <li><b>must not allow</b> students to be relied upon to recover a person in difficulty.</li> </ul>	<input checked="" type="checkbox"/>

### Supervisor Qualifications

<p>All adult supervisors must comply with the <a href="#">Working with Children Authority - Blue Cards</a> procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.</p>	<input checked="" type="checkbox"/>
<p>A registered teacher must be appointed to maintain overall responsibility for the activity.</p>	<input checked="" type="checkbox"/>

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At least one adult supervisor is required to demonstrate capacity to perform an appropriate rescue procedure including using appropriate rescue aids.	<input checked="" type="checkbox"/>
At least one adult supervisor is to be embarked in each training ship.	<input checked="" type="checkbox"/>
At least one adult supervisor is required to be:	
A registered teacher with demonstrated ability to undertake instruction and training in power boating who holds a minimum of a <a href="#">Recreational Marine Driver Licence</a> issued by Department of Transport and Main Roads.	<input checked="" type="checkbox"/>
OR	
A registered <a href="#">Boatsafe</a> trainer, working under the direct supervision of a registered teacher.	<input checked="" type="checkbox"/>

### Facilities and Equipment

Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. Consider depth of water, <a href="#">tidal flow</a> , currents, visibility, underwater vegetation (e.g. coral), marine life (e.g. stonefish, blue-ring octopus, crocodiles, sharks, eels), and debris. Obtain advice from lifeguards, local authority or other relevant authority (e.g. <a href="#">Department of National Parks, Recreation, Sport and Racing</a> ) about waterway conditions (e.g. contaminants such as blue-green algae) and other potential hazards (e.g. rips, tides, currents, submerged rocks, water temperature, depth conditions).	<input checked="" type="checkbox"/>
A seaworthy vessel/s suitable for the activity (e.g. hygiene facilities, accommodation if required) must be used.	<input checked="" type="checkbox"/>
Vessel must have a fixed <a href="#">Australian Builders Plate</a> (capacity, capability and limitations of the vessel). Vessels with Basic Flotation are not to operate outside smooth waters and vessels with Level Flotation are not to operate more than 15nm from land.	<input checked="" type="checkbox"/>
When operating tiller steered vessels an engine kill switch lanyard must be worn at all times by operators.	<input checked="" type="checkbox"/>
All activities supported by a 'mother ship'.	<input checked="" type="checkbox"/>
<a href="#">Lifejackets</a> that comply with Australian Standards for Level 50 (smooth and partially smooth waters), 100, 150, 275 (beyond partially smooth waters) that are brightly coloured, are the correct size for the wearer and adjusted correctly must be worn at all times while on the water.	<input checked="" type="checkbox"/>
Participants must wear <a href="#">Personal protective equipment</a> as relevant for the location and conditions (e.g. sunscreen, wetsuits, stinger protective swimwear, thermal underwear, fleece, enclosed footwear with thick soles when boating/launching where dangers such as stonefish may be present).	<input checked="" type="checkbox"/>
Prescription spectacles and sunglasses, if worn, to be secured with a suitable restraint.	<input checked="" type="checkbox"/>

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Minimum safety equipment appropriate to the activity as per <a href="#">Safety equipment for boats in Queensland</a> must be available.	☑
Equipment correctly waterproofed and stowed securely in the vessel.	☑
A retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.	☑
Ensure adequate fuel, drinking water, food and shade is available for the duration of the activity.	☑
Access to waterways for emergency vehicles and vessels must be available.	☑
No single navigation system to be relied upon. Where an electronic system (e.g. GPS) is used, have spare batteries and another position-fixing method available (e.g. chart and compass).	☑
Follow appropriate procedures for the use of incendiary devices, such as <a href="#">flares</a> .	☑
Consult <a href="#">Chemicals in curriculum activities</a> for support in assessing the risks of chemicals used with/by students in curriculum activities.	☑
If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on <a href="#">Chemicals in curriculum activities</a> and <a href="#">Plant, equipment and materials in curriculum activities</a> .	☑
Keys and starting devices must be removed when not in use, and stored in a separate locked location.	☑
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity (e.g. volunteer owned/operated vessels).	☑

### Hazards and Control Measures

Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
<b>Animal bites/diseases</b> – stings, poisoning, infection	
Adhere to <a href="#">Queensland Government Dangerous marine life</a> and <a href="#">Surf Life Saving Queensland Marine Stinger Safety</a> guidelines for information on dangerous marine animals. Stings and bites by stonefish, irukandji and other dangerous marine animals can be fatal. For further information about types of poisoning and treatment available consult <a href="#">Queensland Poisons Information Centre</a> or phone 13 11 26.	☑
Marine organisms not to be handled and contact with marine creatures to be avoided.	☑
Continually assess threat of dangerous marine animals (if appropriate to location). Immediately move the participants to a safe location if dangerous marine creatures are detected or suspected.	☑
<b>Environmental conditions</b> – weather, surrounds	

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The school's <a href="#">sun safety strategy</a> must be followed.	<input checked="" type="checkbox"/>
Follow the <a href="#">Managing excessive heat in schools</a> guidelines when participating in very hot or extreme heat conditions.	<input checked="" type="checkbox"/>
<b>Vessels</b>	
Continually assess threat of other vessels.	<input checked="" type="checkbox"/>
<b>Chemicals</b>	
Refuel the vessel safely (e.g. all occupants to disembark prior to refuelling, switch off engines, maintain contact between hose nozzle and fixed pipe to prevent static sparks, ensure no smell of fuel from bilges). <b>Do not allow students to refuel vessels.</b>	<input checked="" type="checkbox"/>
<b>Injury</b>	
Students aware of the location of emergency and first-aid equipment.	<input checked="" type="checkbox"/>
<b>Physical exertion</b> - exhaustion and fatigue	
Continually monitor students for signs of distress (e.g. fatigue, exhaustion, illness, hunger, dehydration, hypothermia, difficulty breathing and hyperventilation).	<input checked="" type="checkbox"/>
Adopt system of signals to clearly communicate the need for assistance if in difficulty.	<input checked="" type="checkbox"/>
<b>Student issues</b> - student numbers, special needs, high risk behaviours, medical conditions, separation from the group	
Develop a procedure for students who may develop sea sickness.	<input checked="" type="checkbox"/>
Instruct participants to call or signal for assistance if a problem cannot be rectified immediately.	<input checked="" type="checkbox"/>
Implement procedures for regular head counts before, during and after activity and roll marking mechanisms for students leaving the activity.	<input checked="" type="checkbox"/>
<b>Visibility</b>	
Have students wear easily identifiable clothing (e.g. high visibility rash vest).	<input checked="" type="checkbox"/>
Ensure staff can easily recognise those students with health support needs (in and out of the water) and are familiar with their needs.	<input checked="" type="checkbox"/>
<b>Additional links</b> <a href="#">Australian Maritime Safety Authority</a> <a href="#">Marine Teachers' Association of Queensland</a> <a href="#">Queensland Recreational Boating and Fishing guide</a> <a href="#">Safety Management System Reference material</a>	

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Cunningham	Meredith	Staff Member	N/A
Fielding	Ben	Staff Member	N/A

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Hamlyn	Sarah	Staff Member	N/A
Johns	Harrison	Staff Member	N/A
Milne	Lance	Staff Member	N/A
Mulqueen	Terri	Staff Member	N/A
Smith	Melanie	Staff Member	N/A
Thomas	Stephen	Staff Member	N/A
Woolcock	John	Staff Member	N/A



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### 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.