

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 01-Apr-2021			
Activity:	Animal Observation and Handling		
Activity Scope:	This guideline relates to student observation and handling of animals and animal remains such as bones or skins in non-laboratory or non-clinical settings as a curriculum activity. This includes, but is not limited to, care of classroom pets, livestock husbandry activities, collecting of frog spawn, and observation of animals in their natural surroundings or of exhibited animals.		
Guidelines:	https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines		
Activity Description:	Creature Feature- An activity we deliver to all ages (as an excursion or incursion) students have the opportunity to experience animals up close learning about their features, behaviours and habitat requirements.		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Routine non-invasive husbandry procedures with low impact on the animal concerned (e.g. grooming, cleaning of cages, non-invasive measurement of body weight); working in environments with medium risk of transmission of zoonoses (e.g. dusty cattle yards); and handling of animals where injury requiring minor first aid treatment is likely.		
Start Date:	Friday, 09 April, 2021	End Date:	Wednesday, 02 April, 2025
On School Grounds:	Yes	Is parental permission required for this activity?	No

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Mandatory/Special Requirements	
If you are in charge of an animal, regardless of what you are using it for or how long it will be in your care, you have a duty of care to that animal and legal obligations under animal welfare legislation .	<input checked="" type="checkbox"/>
Teachers should consider whether approvals or permits are required for the handling and use of animals. For further information, refer to animals in Queensland state schools .	<input checked="" type="checkbox"/>
The vast majority of contact between animals and humans does not result in any illness. However animals may carry a range of micro-organisms potentially harmful to humans without showing any signs of illness themselves. Zoonotic diseases can be spread by: <ul style="list-style-type: none"> • direct contact through touching or handling animals or their carcasses, or animal bites and scratches • indirect contact with animal faeces, blood and bodily fluids, aerosols, birth products or contact with contaminated objects, such as enclosures, animal environments, aquariums, food and water. 	<input checked="" type="checkbox"/>
Some animals present a higher risk of zoonoses because of increased shedding of harmful micro-organisms through their faeces and urine. These include: <ul style="list-style-type: none"> • birthing and pregnant animals • new-born hooved animals (e.g. calves) • newly hatching chickens • some reptiles and amphibians (e.g. snakes, lizards, frogs) • animals that are stressed or unwell. 	<input checked="" type="checkbox"/>
Certain groups of people may be at increased risk of contracting zoonoses and may suffer more severe symptoms (e.g. young children, immuno-compromised individuals).	<input checked="" type="checkbox"/>
For comprehensive advice and precautionary measures about safe contact with animals, refer to animal contact guidelines (PDF, 1.7MB)	<input checked="" type="checkbox"/>
For the specific requirements and risks pertaining to handling marine organisms, refer to the Handling marine organisms activity guideline.	<input type="checkbox"/>
For the specific requirements and risks pertaining to observation or handling of animals or live biological material in laboratory or clinical settings, refer to the Biological activities activity guideline.	<input type="checkbox"/>
For student involvement in activities where they will be working in and around stockyards, refer to the Stockyards activity guideline.	<input type="checkbox"/>
Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the Chemical Hazards in the Curriculum template (DOCX, 295KB) and attach it to this risk assessment. Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.	<input type="checkbox"/>

Risk Management Details

Supervision Requirements	
Covered in the Planning Considerations section as outlined in the CARA generic template	<input checked="" type="checkbox"/>
Supervision requirements determined as part of booking process. Visiting school to identify and provide additional supervision for identified students as required.	

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Qualification Requirements	
A registered teacher with competence (knowledge and skills) in the activity being undertaken and its potential hazards.	<input checked="" type="checkbox"/>
OR	
An adult other than a registered teacher with competence (knowledge and skills) in the activity being undertaken, working under established safety procedures.	<input checked="" type="checkbox"/>

Equipment/Facility Requirements	
Facilities (e.g. location, cages, yards, pens) that contain and safeguard the welfare of the animal/s and are sufficiently large enough to allow the animal freedom of movement and freedom from discomfort. Refer to Queensland Schools Animal Ethics Committee Standard Operating Procedures where relevant.	<input checked="" type="checkbox"/>
Containment and restraint equipment (e.g. fencing, cages, traps, collars, harnesses, leashes, cattle races) must be properly maintained, suitable for the particular animal, and used as intended.	<input checked="" type="checkbox"/>
Areas where animals are handled are free from obstructions that pose a hazard to the handlers and animals, and the surface and terrain are suitable for use.	<input checked="" type="checkbox"/>
Suitable facilities or equipment to dispose of animal wastes and effluent hygienically.	<input checked="" type="checkbox"/>
Protective clothing (e.g. gloves, masks) and suitable footwear as relevant.	<input type="checkbox"/>

Hazards and Control Measures	
<i>Considering environmental conditions</i>	
Remain aware of the allergen and disease risks associated with dust, dry matter and airborne organisms (e.g. Q fever).	<input type="checkbox"/>
<i>Accessing facilities and using equipment</i>	
Implement appropriate handling and protective measures relevant to the route of transmission of potential zoonoses as outlined in Appendix 1 of Animal contact guidelines.	<input type="checkbox"/>
Establish and follow hygiene guidelines when handling animals, their food and water, and when cleaning out cages and pens.	<input type="checkbox"/>
Ensure animals, especially those in the wild, are handled as little as possible, using protective equipment (e.g. leather gloves) when appropriate.	<input type="checkbox"/>
Ensure all animals are screened thoroughly for parasites (e.g. ticks and fleas) and students are warned of the potential hazards, symptoms and course of remedial action.	<input type="checkbox"/>
Ensure animal remains (e.g. skeletons) are free of body tissue prior to handling.	<input checked="" type="checkbox"/>

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Implement control measures identified in the attached Chemical Hazards in the Curriculum template.	<input type="checkbox"/>
Obtain (from supplier or ChemWATCH) safety data sheets (SDS) for any hazardous chemicals used. SDS contain information to control the risks of exposure and must be: <ul style="list-style-type: none"> available for immediate reference (near to where chemicals are used/stored) less than 5 years old. 	<input type="checkbox"/>
Correctly label and securely store all chemicals according to storage compatibilities in the SDS in a cool, dry area, away from general student use.	<input type="checkbox"/>
Assess the size and temperament of, and the potential for injury by, the animals being observed and/or handled.	<input checked="" type="checkbox"/>
Constantly monitor the animal for distress, pain or injury resulting from the activity to assess its ongoing suitability for the activity.	<input checked="" type="checkbox"/>
<i>Managing student considerations</i>	
Ensure staff and students are aware of the potential disease transmission risks associated with the animal or animal part being handled.	<input type="checkbox"/>
Ensure staff and students are aware that exposure to animal faeces, body fluids, birth products, or enclosures contaminated with these materials can expose them to disease risks .	<input type="checkbox"/>
Establish a class procedure in case an animal escapes or is unexpectedly encountered in the field or school grounds. This procedure would relate to the: <ul style="list-style-type: none"> anticipated class reaction location (e.g. classroom, farmyard or bush) capture equipment particular animal or type of animal. 	<input type="checkbox"/>
Instruct students in appropriate low-stress handling techniques for the particular animal or species.	<input checked="" type="checkbox"/>
Assess, and ensure staff and students are aware of, the likely impact of environmental conditions (e.g. noise, adverse weather) on the behaviour of a particular animal.	<input type="checkbox"/>
Assess the capacity of individual students to handle and restrain an animal using low-stress handling techniques.	<input checked="" type="checkbox"/>
As relevant, ensure students are instructed in the appropriate storage and administration of veterinary medicines and chemical treatments.	<input type="checkbox"/>
Students instructed to wash hands upon activity completion. Students offered to handle/pat, but not required to do so.	

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

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.

Visiting school to provide additional supervision for, and liaise with centre staff regarding requirements of, students as deemed necessary.