

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 22-Feb-2022	
Activity:	Practical workshop activities
Activity Scope:	<p>This guideline is provided to support schools in implementing the Managing risks inschool curriculum activities procedure.</p> <p>The CARA planner 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 CARA generic template.</p> <p>This guideline relates to student participation in practical workshop activities using process and production skills as an activity to support curriculum delivery.</p> <p>Process and production skills include using plant to manipulate materials for construction and/or to process materials for fabrication (e.g. making a jewellery box).</p> <p>These activities may have elements with various risk levels (e.g. risks from plant, manufacturing processes and materials).</p> <p>Plant includes any machinery, equipment, appliance, container, implement and tool, and includes any component or anything fitted or connected to any of those items.-</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 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, 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 and international school study tours procedure.</p> <p>Consult the Plant & Equipment Risk Assessments (P&ERA) and Safe Operating Procedures (SOP) to assist in determining the risk level.</p> <p>The Plant, equipment and materials in curriculum activities template may be completed, referenced and attached to this CARA record prior to conducting the curriculum activity.</p>
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines
Activity Description:	Piece by piece, students pull apart a laptop for separation into waste categories.
Inherent Risk Level:	Low
Inherent Risk Level Description:	<p>The risk level of the activity is determined by the highest risk level of the plant/equipment/materials planned for use in the activity, in conjunction with risks associated with the school context (e.g. location, student participants). Consult the Plant & Equipment Risk Assessments (P&ERA) and Safe Operating Procedures (SOP) to assist in determining the risk level.</p> <p>The Plant, equipment and materials in curriculum activities template (NEW LINK) may be completed, referenced and attached to this CARA record prior to conducting the curriculum activity.</p>
Start Date:	Friday, 25 February, 2022
End Date:	Tuesday, 25 February, 2025

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On School Grounds:	Yes	Is parental permission required for this activity?	No
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Activity Requirements

Compliance with the department's [Guide to managing electrical equipment in departmental schools and workplaces](#) is required.

The risks associated with [working at heights](#) must be assessed and managed.

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. emergency shut off procedures).

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. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. movement around the workspace, location of first aid support and equipment) and are to be informed by information provided as manufacturer's instructions, product labels, vendor SDS and SOP as relevant.

Access is required to [First aid equipment](#) and consumables suitable for foreseeable incidents.

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](#).

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;
- or equivalent competencies.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. evacuation), safety procedures (e.g. movement around the workshop) and correct techniques (e.g. safe use of plant and equipment). 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.

Instruction is required for students on safety procedures and correct techniques (e.g. safe use of plant and

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equipment, use of PPE and safe work procedures).	
<p>Consent</p> <p>Parent consent is required for all activities conducted off-site.</p> <p>Parent consent is strongly recommended for high risk activities conducted on-site.</p> <p>Parent consent is required for extreme risk activities.</p>	
The activity requirements have been met and any additional requirements for the activity are included below or attached.	<input checked="" type="checkbox"/>
Refer: SOP - Screwdrivers	

Risk Management Details

Supervision	
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.	<input type="checkbox"/>
It is recommended that teacher demonstration be used as the principal teaching strategy for practical activities.	<input type="checkbox"/>
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.	<input type="checkbox"/>
<p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be familiar with the contents of the CARA record; • must inspect the intended location in order to identify variable risks, hazards and potential dangers. 	<input type="checkbox"/>
<p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be readily identifiable • must closely monitor students with health support needs • must closely monitor students for the duration of the activity • must comply with control measures from the CARA record and adapt as hazards arise • must suspend the activity if the conditions become unfavourable. 	<input type="checkbox"/>
Supervision to be provided by classroom teacher in conjunction with an NVEEC staff member.	

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Supervisor Qualifications	
All adult supervisors must comply with the Working with Children Authority - Blue Cards procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.	<input checked="" type="checkbox"/>
A registered teacher must be appointed to maintain overall responsibility for the activity.	<input checked="" type="checkbox"/>
At least one adult supervisor is required to be:	
A registered teacher with knowledge of the activity, its potential hazards and safe use of equipment.	<input checked="" type="checkbox"/>
OR	
An adult supervisor, working under the direct supervision of a registered teacher, with demonstrated competence (knowledge and skills) in the activity, its potential hazards and safe use of equipment specific to the activity.	<input checked="" type="checkbox"/>

Facilities and Equipment	
Location must be suitable for the activity being undertaken, including sufficient space to prevent overcrowding, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed. This may be in a specialised facility (e.g. workshop) or other suitable location (e.g. welding bay). Consider additional hazards created by oversized products (e.g. stability, sharp edges). Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.	<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 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 type="checkbox"/>
Safe work zones to be outlined (e.g. yellow painted floor lines or similar).	<input type="checkbox"/>
Participants must wear Personal protective equipment when required by the SDS or SOP (e.g. safety glasses with Australian Standard specification, appropriate enclosed footwear, earplugs and leather gloves).	<input type="checkbox"/>
All equipment must be used in accordance with the manufacturer's instructions.	<input type="checkbox"/>
A process for checking for damage for all equipment used in the activity must be established and employed.	<input type="checkbox"/>

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A maintenance schedule (e.g. checking for damage, repairing, sharpening) must be established and enacted for all plant and equipment used in the workspace (e.g. hand/power tools, machinery). Consult Equipment Maintenance Records (EMR) and Plant & Equipment Risk Assessments (P&ERA) documents.	<input type="checkbox"/>
A retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.	<input type="checkbox"/>
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.	<input type="checkbox"/>
The risks associated with working at heights , confined spaces , biological , asbestos , slip/trip/fall , noise must be assessed and managed.	<input type="checkbox"/>
Refer to the Design and Technologies handbook to manage the workspace in relation to layout and conditions (e.g. working at heights).	<input type="checkbox"/>
Fire safety equipment must be available, accessible and maintained.	<input type="checkbox"/>
Clean up equipment (e.g. broom, dustpan, bin, spill kit) must be available.	<input type="checkbox"/>
Maintain the ducted waste (dust) extraction system, if installed. Ensure it is connected, operational, cleaned and emptied.	<input type="checkbox"/>

Hazards and Control Measures

Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
Environmental hazards	
Environmental conditions - weather, surfaces, surrounds	
Follow the school's sun safety strategy , if participating outside.	<input type="checkbox"/>
Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions.	<input type="checkbox"/>
Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.	<input type="checkbox"/>
Noise	
Manage excessive noise levels during practical activities (e.g. control the use of equipment/machines).	<input type="checkbox"/>
Dust, gas, fumes	
Ensure adequate ventilation/extraction when sanding and when using materials that release fumes or particles (e.g. contact adhesives, paints, solvents, glues, dust).	<input type="checkbox"/>
Facilities and equipment hazards	
Slips, trips, falls	

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Floors and walkways must be clean and clear of debris and obstructions.	<input type="checkbox"/>
Extension leads must not be run across the floor.	<input type="checkbox"/>
Faulty or dangerous equipment	
Check equipment for damage before and during the activity.	<input type="checkbox"/>
Heat sources	
Monitor temperatures from heat sources in the workspace.	<input type="checkbox"/>
Confined spaces - asphyxiation	
Ensure adequate lighting and ventilation.	<input type="checkbox"/>
Waste disposal/spill clean up	
Procedures must be in place to immediately manage the removal of all spilt substances (e.g. breakages bin, spill kit for large spills).	<input type="checkbox"/>
Equipment	
Equipment and implements to be stored safely and securely when not in use.	<input type="checkbox"/>
Student considerations	
Injury	
Ensure equipment is not accessed and used without direct supervision of an adult supervisor.	<input type="checkbox"/>
Manual handling - lifting equipment	
Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying.	<input type="checkbox"/>
Student issues - student numbers, special needs, high risk behaviours, medical conditions	
Remove accessories (e.g. jewellery, lanyards) before participating.	<input type="checkbox"/>
Ensure clothing, fingernails and hair do not pose a hazard.	<input type="checkbox"/>
Footwear must be appropriate to the activity.	<input type="checkbox"/>
Monitor and enforce the correct use of plant and equipment.	<input checked="" type="checkbox"/>
Maintain close supervision of students.	<input type="checkbox"/>
Additional links	
First Aid	
Health and Safety incident reporting, notification and management	
Codes of Practice (e.g. Managing risks of plant in the workplace code of practice 2013)	
Refer: SOP - Screwdrivers	

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Attachments

[sop-ht-screwdrivers.DOCX](#)

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.

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

Assistance for students with specialised learning needs to be determined by participating school's class teacher.