Tallebudgera Outdoor and Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

			CARA Creation Date: 04-Mar-2026
Activity:	**Other**	Activity Name:	**Marine Environment Exploration**
Activity Scope:	This generic template is provided to support schools in implementing the Managing risks in school curriculum activities procedure. The CARA planner must be used in conjunction with this guideline for the specific school context, considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations. 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. 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. For activities conducted off-site, schools must comply with the School excursions and international school study tours procedure. For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport. Use the CARA risk matrix (located on the CARA planner) to determine the inherent risk level of the activity before any control measures are put in place.		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:	This CARA relates to student participation in Marine Exploration activities conducted along the Tallebudgera and Currumbin Creek areas, including the coastal environment around Jellurgal Aboriginal Cultural Centre, under the supervision of trained staff.		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Some chance of an incident and injury requiring first aid		
Start Date:	Monday, 02 February, 2026	End Date:	Friday, 26 February, 2027
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

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.

The school's sun safety strategy must be followed if participating outside.

Follow the Managing excessive heat in schools guidelines on hot days.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. separation from group, fire/evacuation).

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;
- an appointed emergency contact (e.g. the Principal).

Safety procedures must be determined for the location (e.g. roll marking, process to rapidly communicate emergency advice to adult supervisors of impending severe events) and are to be informed by available safety information (e.g. venue/expert advice, manufacturer's instructions, product labels, vendor SDS and SOP) .

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 for foreseeable incidents is required to be quickly accessible to the activity area.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures, safety procedures 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.

Instruction is required for students on safety procedures and correct techniques (e.g. preventing injury).

Consent

Parent consent is required for all activities conducted off-site.

For activities conducted on-site, parent consent is required for extreme risk activities and strongly recommended for high risk activities.

The activity requirements have been met and any additional requirements for the activity are included below or attached.	☑

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Activities are facilitated in alignment with TOEEC Standard Operating Procedures for Marine Environment Exploration which guide our annual practical inductions and operations.

TOEEC also maintains Standard Operating Procedures for Severe Weather, Natural Environment, Public Spaces, Vehicle Transfer, Boats & Trailers, Medical and Behaviour management, along with a comprehensive Emergency Response Plan encompassing all TOEEC operations.

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' disability on safety during the activity.	☑
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.	☑
Before the activity, all adult supervisors: • must be familiar with the contents of the CARA record • must assess weather conditions, and obtain accurate information on tides, 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.	☑
During the activity, all adult supervisors: • must be readily identifiable • must closely monitor students with health support needs • must comply with control measures from the CARA record and adapt as hazards arise • must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms).	☑
Supervision is managed in alignment with TOEEC Standard Operating Procedures for Marine Environment Exploration.	

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.	☑
A registered teacher must be appointed to maintain overall responsibility for the activity.	☑
At least one adult supervisor is required to be:	
A registered teacher with competence (knowledge and skills) in teaching the activity	☑
or	
An adult supervisor, working under the direct supervision of a registered teacher, with qualifications in the activity or similar.	☑
TOEEC staff are appropriately qualified to lead and facilitate Marine Environment Exploration.	

Facilities and Equipment	
Consult Chemicals in curriculum activities 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 Chemicals in curriculum activities and Plant, equipment and materials in curriculum activities.	☑
Location must be suitable for the activity being undertaken, including sufficient space, 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. laboratory) or other suitable location (e.g. incursion, field trip). Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.	☑
Designated areas for the activity, spectators and vehicles are established (e.g. safety/exclusion zones considering buildings, pedestrians, members of the public, vehicles and other activities).	☑
Participants must wear Personal protective equipment as relevant (e.g. enclosed footwear).	☑
Equipment must be sized to match the ability and strength of students and used in accordance with the manufacturer's instructions.	☑
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.	☑
Facilities and Equipment are maintained as per TOEEC Standard Operating Procedure for Marine Environment Exploration.	

Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at Hazards and risks.

Consider environmental hazards

e.g. *Insects and wildlife* - Instruct students not to feed wildlife and how to respond to approaching wildlife. Establish protocols for the use of insect repellent, outlined in Insect viruses and allergies

Consider facilities and equipment hazards

e.g. *Gravel on playing surface* - Conduct a field check to identify and manage surface hazards. Clear the playing surface from loose items or debris. Do not participate on a surface that is slippery, unduly rough or chopped up.

Consider students

e.g. *Exhaustion, fatigue* - Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. Conduct warm-up/cool-down activities.

Hazards and Control Measures are incorporated in TOEEC Standard Operating Procedures for Marine Environment Exploration.

Staff/Other Participants

Family Name	Given Name	Type	Other Participants Role
Binney	Caroline	Staff Member	N/A
Binns	Christopher	Staff Member	N/A
Blount	Stephen	Staff Member	N/A
Brennan	Kalindi	Staff Member	N/A
Cody	Keith	Staff Member	N/A
Daddo	Bianca	Staff Member	N/A
Dennis	Chris	Staff Member	N/A
Gillard	Daniel	Staff Member	N/A
Graham	Tommis	Staff Member	N/A
Henderson	Rohan	Staff Member	N/A
Major	Stella	Staff Member	N/A
McGregor	Troy	Staff Member	N/A
McNabb	Nicola	Staff Member	N/A
Mills	Dale	Staff Member	N/A
Paterson	Nikki	Staff Member	N/A
Pearce	Kerri Anne	Staff Member	N/A
Petersen	Samantha	Staff Member	N/A
Raines	Kate	Staff Member	N/A
Richards	Nicola	Staff Member	N/A
Roberts	Bryce	Staff Member	N/A
Roberts	Hayley	Staff Member	N/A

Smith	Julia	Staff Member	N/A
Stephenson	Jesse	Staff Member	N/A
Ugarte	Emily	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.

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☑ Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.
Planning is undertaken in alignment with TOEEC Standard Operating Procedures for Marine Environment Exploration which guide our annual practical inductions and operations.