



**GUMBURU**  
Environmental Education Centre



# SCHOOL CAMP RISK ASSESSMENT

GUMBURU ENVIRONMENTAL EDUCATION CENTRE

ROMAN CATHOLIC TRUST CORPORATION FOR THE DIOCESE OF TOWNSVILLE

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## Gumburu Catholic Environmental Education Centre School Camp Risk Assessments

Gumburu Catholic Environmental Education Centre is committed to ensuring the highest standard of health and safety to ensure that all of our staff, visiting teachers, students, parents and volunteers have a rewarding and safe experience with us. We apply our Diocesan Education Council Work Health and Safety Policy ([link to policy](#)) and work with all of our visiting groups to uphold this directive.

This document contains Risk Assessments for various activities associated with a school camp to the Gumburu Catholic Environmental Education Centre. The risk assessments have been partially completed to help you to identify, analyse and evaluate the risks associated with the various activities that may form a part of your camp program. Some sections will need to be completed by the teacher responsible for the camp particularly in areas that may be specific to your individual groups such as a student's physical or medical conditions or their behavioural issues.

The teacher responsible for the school camp should review Catholic Church Insurance's Managing Risk in Catholic Organisations Guide ([link to guide](#)) as a part of their preparation. Below is a summarised guide to assist in understanding and completing your required risk assessments.

1. Identify the **Risks**:
  - What might happen?
  - When might it happen?
  - Why might it happen?
  - What could cause this to happen?
2. Document any **Risk Controls** that you have in place to mitigate or manage a risk.
3. Nominate a **Person Responsible** to apply and supervise Risk Controls.
4. Determine the effectiveness of each of your risk controls and apply a **Control Effectiveness Rating**. See below:

<b>Control effectiveness rating</b>	<b>Criteria</b>
Fully effective	<ul style="list-style-type: none"><li>• Risk being managed effectively, controls are well designed and address root cause</li><li>• Only requires monitoring and review of existing controls</li><li>• Management believes the controls are effective and reliable at all times</li></ul>
Substantially effective	<ul style="list-style-type: none"><li>• Most controls are designed correctly and are effective. Some existing controls require more work to improve operating effectiveness</li><li>• Management has some concerns about the effectiveness and reliability of some controls</li></ul>
Partially effective	<ul style="list-style-type: none"><li>• Controls are designed correctly by addressing root cause, but are not very effective</li><li>• Some controls are not well designed, do not treat root cause or there is too great a reliance on reactive controls</li></ul>

	<ul style="list-style-type: none"> <li>• Management believe not enough of the controls are effective or reliable</li> </ul>
Largely ineffective	<ul style="list-style-type: none"> <li>• Insufficient controls. Controls, if they exist, are reactive</li> <li>• Controls do not treat root cause or do not operate effectively</li> <li>• Management believe the controls require significant improvement or replacement</li> </ul>
None or totally ineffective	No reliable controls are in place or available <ul style="list-style-type: none"> <li>• Management has no confidence in the controls</li> </ul>

5. Now that you know how effective your existing controls are, you can use this detail to help determine the consequence/s if a risk becomes a reality. You can use the table below to assign each risk with a **Consequence Rating**.

Consequence rating	Financial	People	Reputation	Service outputs	Legal and compliance
1 Catastrophic	>\$3 million loss	Fatality and/or severe irreversible disability to one or more people	National media coverage	Total cessation of multiple services	Major litigation or investigation by regulatory body
2 Major	\$1-\$3 million loss	Extensive injury or impairment to one or more persons	State media coverage	Disruption of multiple services	Major breach of regulation with punitive fine or significant litigation
3 Moderate	\$300k-\$999k loss	Short-term disability to one or more persons	Local media coverage over several days	Total cessation of one service for a few months/multiple services for several weeks	Breach of regulation with investigation by authority and possible moderate fine
4 Minor	\$10k-\$299k loss	Significant medical treatment and/or hospitalisation required	Local media coverage	Some service disruption in one area	Breach of regulations, minor fine or legal costs or minor litigation
5 Negligible	<\$10k loss	First aid or minor medical treatment required	No media coverage	Minimal disruption	Minor legal issues or breach of regulations

6. Now use the same detail to determine how likely it is that each consequence will occur. Use the table below to assign a **Likelihood Rating** to each risk.

Example likelihood rating	Risk criteria
A Almost certain	• Is expected to occur in most circumstances • Could occur within days or weeks • More than 90% chance of occurring within the next year
B Likely	Will probably occur in most circumstances • Could occur within weeks or months • More than 50% chance of occurring within the next year
C Possible	May occur but distinct possibility it won't • Could occur within 'months to years' • More than 20% chance of the consequence occurring within the next year
D Unlikely	May occur but not anticipated in most circumstances • Could occur within years or decades • More than 5% chance of occurring within the next year
E Rare	Would occur only in exceptional circumstances

7. Now you have a consequence and likelihood rating for each risk you can use them to help determine the level of risk each presents to your school and to Townsville Catholic Education. For each risk, find the position on the vertical axis that correlates with the likelihood rating you have identified. Then, find the position on the horizontal axis that correlates to the consequence rating. The point on the matrix where these two intersect is the overall **Risk Rating**.

Risk Matrix						
Likelihood Rating	A	Medium	High	Very High	Very High	Very High
	B	Medium	High	High	Very High	Very High
	C	Low	Medium	Medium	High	Very High
	D	Low	Low	Medium	High	High
	E	Low	Low	Low	Medium	Medium
		5	4	3	2	1
Consequence Rating						

Risk Assessment templates have been developed for your school camp:

- Transport
- Bushwalking Activity
- Management of Students at Lookouts
- Sensory Trail
- Leaf Litter Study – Handling Invertebrates and Rainforest Vegetation Matter
- Use of Wet Creek for the Collection of Freshwater Invertebrates
- Walking Along and Crossing Main Street, Paluma to Reach Activity Sights
- Use of Fireplace and Campfire
- Bandicoot Bench – Nocturnal Animal Observations
- Blank Risk Assessment Template for Additional Activities

<b>Activity: Transport Risk Assessment – when utilizing school and community buses driven by staff/parents/volunteers</b>	<b>Person Responsible:</b>
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If your school is using a staff member or parent to drive a bus for your school camp, your driver must be experienced. The drive up the Paluma Range to the Gumburu Environmental Education Centre is approximately 20 kms of mostly narrow and winding road. Great care should be taken and we strongly recommend that you use the following local bus charter companies and their experienced drivers to transfer your students from Townsville to Gumburu.

- Campbell’s Coaches  
Ph: 4774 5099  
Email: [admin@campbellscoaches.com.au](mailto:admin@campbellscoaches.com.au)
- Detour Coaches  
Ph: 4728 5311  
Email: [ron.detourcoaches@gmail.com](mailto:ron.detourcoaches@gmail.com)
- Calypso Coaches  
Ph: 4774 2837

Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk								
Fatigue	<p><b><u>If you are severely fatigued then you will become so sleepy that no amount of motivation, training, experience and breaks will prevent you from falling asleep uncontrollably. The only cure for fatigue is sleep</u></b></p> <p>Fatigue severely affects reaction times, concentration and decision-making skills Falling asleep whilst driving is the worst scenario, even momentary lapses of attention or ‘zoning out’ can be extremely dangerous. Drivers who are fatigued may drift in and out of their lane or off the road, vary their speed unnecessarily and be unable to react in time to avoid a dangerous situation.</p> <table border="1"> <tr> <td>Slow or delayed reaction times</td> <td>Poor concentration</td> <td>Memory lapses</td> <td>Lack of awareness, daydreaming</td> </tr> <tr> <td>Constant yawning, head nodding</td> <td>Blinking, sore eyes</td> <td>Moving or drifting across road</td> <td>Micro sleeps</td> </tr> </table> <ul style="list-style-type: none"> <li>• Ensure a good quality night’s sleep prior to departure</li> <li>• Drive reasonable distances in sufficient time with adequate provision for rest breaks</li> </ul>	Slow or delayed reaction times	Poor concentration	Memory lapses	Lack of awareness, daydreaming	Constant yawning, head nodding	Blinking, sore eyes	Moving or drifting across road	Micro sleeps		Substantially Effective	1 Catastrophic	D Unlikely	High
Slow or delayed reaction times	Poor concentration	Memory lapses	Lack of awareness, daydreaming											
Constant yawning, head nodding	Blinking, sore eyes	Moving or drifting across road	Micro sleeps											

	<ul style="list-style-type: none"> <li>• Take regular breaks with exercise at least every two hours of driving.</li> <li>• Use breaks to stretch and exercise and get away from the driving task</li> <li>• Share the driving. Two drivers are required for longer than 5 hours</li> <li>• Be aware of time the body will become naturally drowsy between 10pm and dawn and again between 2pm and 4pm in the afternoon</li> <li>• Do not start a long trip after a full day's work</li> <li>• Eat well balanced meals at usual meal times. Avoid fatty foods which can cause drowsiness</li> <li>• Keep the vehicle well ventilated and at a comfortable temperature</li> <li>• Keep the mind active e.g. listening to vehicle radio, talking to someone</li> <li>• Avoid getting too comfortable; use wind, noise and seating position to remain alert</li> <li>• Stop to have a sleep if required</li> <li>• Break the journey with an overnight stop, if appropriate.</li> <li>• Take extra breaks in extreme weather conditions and drink plenty of fluids</li> </ul>					
Speed	<ul style="list-style-type: none"> <li>• Observe the speed limit.</li> <li>• Drive at speed appropriate for conditions. If conditions are poor, travel at a speed lower than the posted speed limit.</li> <li>• When moving down from a high speed, check the speedometer, speed can be difficult to judge after travelling at high speed for a period of time.</li> <li>• Increase distance between the vehicles ahead if travelling at higher speeds.</li> <li>• Reduce speed where pedestrian activity is high</li> <li>• Reduce speed when the vehicle is heavily loaded or towing a trailer</li> <li>• Respond to speed warning alerts</li> </ul>		Substantially effective	3 Moderate	C Possible	Medium
Drugs & Alcohol	<ul style="list-style-type: none"> <li>• Avoid alcohol consumption prior to driving</li> <li>• Take into account the influence of prescribed and other medications before driving</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium

	<ul style="list-style-type: none"> <li>• Check with your doctor if you are unsure if prescription medications will affect your ability to drive.</li> </ul>					
Mobile phone	<ul style="list-style-type: none"> <li>• Never read or send text messages or make calls while driving</li> <li>• Use voicemail instead of answering phone while driving.</li> <li>• Pull over safely and park to make or receive a call.</li> <li>• Plan breaks in your trip for phone calls as necessary</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium
Remote, Rural areas Long distance travel	<p><b><u>Should be considered high risk and have a full risk assessment and travel plan.</u></b></p> <p>Risk factors include:</p> <ul style="list-style-type: none"> <li>• unfamiliar driving conditions</li> <li>• driver inexperience</li> <li>• excessive speed for the road conditions</li> <li>• narrow and unsealed roads and differing/inconsistent road surfaces</li> <li>• machinery and other slow moving vehicles on the road</li> <li>• animals on the road</li> <li>• riskier overtaking</li> <li>• restricted communication networks</li> <li>• limited ambulance and medical services</li> <li>• longer response times by emergency services in the event of an accident or breakdown</li> </ul> <ul style="list-style-type: none"> <li>• A written travel plan detailing the intended route and expected timings for departure, arrival at destination, rest breaks, refuelling and refreshment stops and agreed communication check in schedule.</li> <li>• Rest breaks minimum of 15 minutes each 2 hours are factored into travel plan</li> <li>• Design schedules that allow for safe, lawful speeds, rest and work breaks and possible traffic delays (e.g. road works).</li> <li>• Drivers travel in pairs and share driving for longer than 5 hours journey</li> <li>• Check-in details and emergency response procedures are known to driver and contact office</li> <li>• Alterations to, or deviations from the travel plan are to be communicated back to the School Contact Officer as soon as possible.</li> </ul>		Substantially effective	2 Major	C Possible	High

	<ul style="list-style-type: none"> <li>• Check safety and serviceability before departure including inflation pressure of tyres and having a spare</li> <li>• Ensure the vehicle has a jack and wheel brace. Practice wheel changing if possible.</li> <li>• Obtain a map and take it as necessary</li> <li>• Select vehicle appropriate to the terrain to be travelled</li> <li>• Assess level of higher need for communication devices, first aid, equipment and provisions</li> <li>• Check weather and road conditions prior to departure</li> <li>• Reduce speed to suit road conditions</li> <li>• Commence journey well rested</li> <li>• Avoid eating large meals en route (leads to fatigue)</li> <li>• Ensure optimum hydration by drinking water</li> </ul>					
Stock/Wildlife on road	<ul style="list-style-type: none"> <li>• Do not swerve to avoid an animal on the road</li> <li>• Gently brake and slow down, blow horn</li> <li>• Exercise caution when driving early morning or late afternoon/evening</li> </ul>		Substantially effective	3 Moderate	C Possible	Medium
Climatic/ Environmental Conditions General	<ul style="list-style-type: none"> <li>• Check with emergency services for ongoing updates on conditions</li> <li>• Drive with increased caution in accordance with road conditions</li> <li>• Double the distance between the vehicle and the vehicle in front</li> <li>• Engage lights on low beam for greater visibility to other road users</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium
Floods/Road damage/Unsafe terrain	<ul style="list-style-type: none"> <li>• Check with RACQ or Main Roads for road closures prior to out of town travel</li> <li>• Take heed of road closure signage</li> <li>• Plan an alternate route or follow detour signs</li> <li>• Check-in with School Contact Officer if alternate route taken or road conditions change</li> <li>• Exercise care when driving through water. DO NOT DRIVE THROUGH FLOODED CREEKS/RIVER</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium
Torrential rain/Cyclone	<ul style="list-style-type: none"> <li>• Do not depart if cyclone is 48 hours or less from the coast</li> <li>• Check with emergency services/television/radio for weather updates prior to departure</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium

	<ul style="list-style-type: none"> <li>Do not engage cruise control on winding, wet or slippery roads</li> <li>Keep one wheel on bitumen where possible</li> <li>Assess if safe to pull off road until rain has eased</li> <li>Remain vigilant for fallen power lines, fallen trees or swollen watercourses</li> <li>Engage lights on low beam or fog lights (where permissible)</li> </ul>					
Bushfire	<ul style="list-style-type: none"> <li>Heed instructions from fire services personnel</li> <li>Do not proceed if visibility is impaired, return to nearest designated safety point</li> <li>When driving through smoke, keep windows up and turn off air conditioning</li> </ul>		Substantially effective	4 Minor	D Unlikely	Low
Staff & Student Welfare	<ul style="list-style-type: none"> <li>Is there enough consumable water in case of breakdown or delay?</li> <li>First aid kit, is this suitable for group taken, for location and length of travel undertaken?</li> <li>Consider students who may become travel sick</li> <li>Consideration of students who have disabilities or medical conditions</li> <li>Briefing for students prior to departure on trip and safety procedures</li> </ul>		Substantially effective	4 Minor	D Unlikely	Low
Bus/Vehicle travel general	<ul style="list-style-type: none"> <li>Plan trips taking into account time frames, speed limits &amp; possible delays, adjust as needed</li> <li>Passengers to remain seated at all times with their seatbelts fastened</li> <li>Check that all passengers are wearing seat belts before moving</li> <li>Discourage moving around the bus whilst travelling, passengers to remain seated</li> <li>Bus windows not to be opened</li> <li>Emergency door NOT to be used except in emergency</li> <li>Be aware of bus fire extinguisher location and method of use</li> <li>Keep vehicle floors and aisles clear of clutter, no items are permitted to block bus aisle</li> <li>Exits must not be blocked with luggage or equipment</li> </ul>		Substantially effective	4 Minor	D Unlikely	Low
Travel sickness	<ul style="list-style-type: none"> <li>Sick bags to be taken as part of first aid kit and readily accessible in the bus</li> </ul>		Substantially effective	4 Minor	D Unlikely	Low

	<ul style="list-style-type: none"> <li>• Spare bottled water available</li> <li>• Discourage eating lollies and snacks whilst travelling as this can contribute to travel sickness</li> <li>• All students to carry water and refill available</li> </ul>					
Manual Tasks	<ul style="list-style-type: none"> <li>• Adjust seat height, back rest, lumbar support and mirrors to suit individual requirements</li> <li>• Schedule frequent short breaks, walk and move around for 5 to 10 minutes after prolonged driving and preferably prior to performing handling tasks.</li> <li>• Store baggage to minimise bending and twisting when storing and retrieving baggage.</li> <li>• Arrange commonly accessed items within easy reach to minimise twisting, bending or over reaching</li> <li>• Park vehicle where it is easy to load/unload equipment or luggage</li> </ul>		Substantially effective	4 Minor	D Unlikely	Low
Housekeeping Cleaning	<ul style="list-style-type: none"> <li>• Use gloves for cleaning hidden areas (e.g. down backs of seats).</li> <li>• Use caution on flooring in areas likely to become wet.</li> <li>• Have procedures are in place for rubbish collection, spills and wet cleaning</li> </ul>		Substantially effective	4 Minor	D Unlikely	Low
Child Safety & Protection	<ul style="list-style-type: none"> <li>• If transporting students preferably have two adults in vehicle</li> <li>• In emergency or if two adults not available make other staff/Contact Officer aware of student transport</li> <li>• If transporting students in any vehicle all adults to hold appropriate Working with Children Checks and follow child protection guidelines</li> </ul>		Substantially effective	2 Major	D Unlikely	High
Stops at Roadhouse/Service stations/Parks on journey	<ul style="list-style-type: none"> <li>• Remind students about traffic moving on service station driveways</li> <li>• Visible boundaries to be defined at stops and communicated to students</li> <li>• All toilet/food/refuelling stops to be supervised</li> <li>• Playground equipment to be supervised by staff or not used</li> <li>• Ensure all persons are back on the bus/vehicle after stops e.g. headcount, roll call</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium
Vehicle	<ul style="list-style-type: none"> <li>• Is the vehicle suitable for the immediate driving task it is required for?</li> <li>• Is the vehicle maintained and in a safe and fit condition?</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium

	<ul style="list-style-type: none"> <li>• Is safety equipment appropriate and in good working order?</li> <li>• Are the seatbelts fitted correctly and function properly?</li> <li>• Are you familiar with variables such as handbrake operation and mirror adjustment controls?</li> <li>• Has consideration been made for securing of luggage and other personal items?</li> <li>• Prepare the vehicle, consider - first aid kit, torch and spare batteries, reflector triangles, reflective vest, small tool kit, jumper leads, tow rope and tyre pump, tyre pressure gauge</li> </ul>					
Vehicle Breakdown Mechanical Problems	<p>If a breakdown, flat tyre or other unexpected incident occurs immediately advise the Contact officer of the event, location, proposed actions and to organise an action plan</p> <ul style="list-style-type: none"> <li>• Pull well over to the side of the road on firm flat ground where possible</li> <li>• Engage hazard lights to warn other road users</li> <li>• Contact RACQ or other roadside assist program as necessary or as advised by Contact officer</li> <li>• Remain with the vehicle</li> </ul>		Substantially effective	3 Moderate	D Unlikely	Medium
Vehicle Accident	<p><b>If a person is injured contact emergency services immediately</b> Advise the School Contact officer as soon as possible of the event, location, proposed actions and to organise an action plan</p> <ul style="list-style-type: none"> <li>• Inspect vehicle to assess damage, continue on journey if safe to do so, if in doubt of vehicle driveability do not continue</li> <li>• If vehicle un-driveable, if towing or other assistance is required contact RACQ as necessary or as advised by School Contact Officer</li> <li>• Report/log incident details such as location, time, circumstances, vehicle kms</li> <li>• In case of accident involving another vehicle obtain details of other person's name, address, phone number and registration number. If possible take a photo of person's drivers licence</li> <li>• Do not admit liability after an accident</li> </ul>		Substantially effective	1 Catastrophic	D Unlikely	High
Arriving first on scene of accident	<ul style="list-style-type: none"> <li>• Pull well over to the side of the road on firm flat ground, well away from crash scene</li> <li>• Report the accident to emergency services 000</li> </ul>		Partially effective	1 Catastrophic	C Possible	Very High

	<ul style="list-style-type: none"><li>• Engage hazard lights to warn other road users/light up crash scene with headlights on low beam if necessary</li><li>• Assess whether it is safe to enter accident scene</li><li>• Students to remain in bus/vehicle</li><li>• Be cautious there may be spilt fuel</li><li>• Be aware of and keep clear of fallen power lines</li><li>• Any decision to provide first aid is to be based on level of competency and assessment of personal risk at the time</li></ul>					
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Activity: Bushwalking				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Communication – there is no mobile phone range on the Paluma Range and UHF radios and satellite phones are ineffective in the rainforest	<ul style="list-style-type: none"> <li>Collect <b>Emergency Personal Locator Beacon</b> from Gumburu management and ensure that you understand how to activate the unit. <b>WARNING: THIS UNIT IS ONLY TO BE ACTIVATED IN A GRAVE OR IMMINENT DANGER SITUATION.</b></li> <li>Nominate an adult that can go seek assistance if required</li> </ul>		Substantially Effective	2 Major	C Possible	High
Risks associated with plants and animals, i.e. leeches, ticks, wait-a-while	<ul style="list-style-type: none"> <li>All staff, volunteers and students to participate in Gumburu induction</li> <li>Gumburu First Aid Kits to be taken on walks</li> <li>First Aid qualified school staff to participate in bushwalking activity</li> </ul>		Substantially Effective	5 Negligible	B Likely	Medium
Slips, trips and falls	<ul style="list-style-type: none"> <li>Ensure that all participants have appropriate footwear</li> <li>School staff to provide clear instructions to students prior to bushwalking activity</li> <li>Adequate adult supervision, keep group together and calm</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium

	<p>ensuring that an adult is in the lead and an adult is at the end of the line</p> <ul style="list-style-type: none"> <li>• Remain on designated walking tracks at all times. Do not shortcut. Shortcutting is unsafe and causes erosion</li> <li>• Sit on the track when doing activities, not on the banks or edges of the track</li> <li>• Read and heed signs</li> <li>• Observe any 'track closed' signs. You could be placing your group at risk if you use tracks that are closed</li> <li>• Walk to the pace of your slowest walker, pausing for rests along the way</li> </ul>					
<p>Weather – temperature, rain, lightening</p>	<ul style="list-style-type: none"> <li>• Check weather report provided by Gumburu management at the start of each day</li> <li>• Check for emergency service alerts</li> <li>• Ensure that all participants are dressed appropriately including hats and if necessary, warm or wet weather clothing</li> <li>• Take water and check that everyone is drinking enough water to avoid dehydration</li> </ul>		<p>Fully Effective</p>	<p>4 Minor</p>	<p>C Possible</p>	<p>Medium</p>

Lost students	<ul style="list-style-type: none"> <li>• School staff to provide clear instructions to students prior to bushwalking activity</li> <li>• Perform “Gumburu count off” (headcount) prior to departing Gumburu, as required during the bushwalking activity and upon returning to Gumburu</li> <li>• Position one adult in the lead and one adult at the end of the group line with those adults wearing reflective high vis vests</li> </ul>		Fully Effective	1 Catastrophic	E Rare	Very High
Staff and volunteers	<ul style="list-style-type: none"> <li>• Allow for appropriate adult/student supervision ratios relevant to your student age group</li> <li>• Ensure staff and volunteers are assessed and deemed medically fit for the specific activities planned</li> <li>• Provide staff and volunteers with sufficient information about activities to enable them to make an informed decision</li> <li>• Ensure all staff and volunteers complete a medical form and the information is handled in</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium

	accordance with privacy legislation					
Students with physical or medical conditions	<ul style="list-style-type: none"> <li>• Ensure all students a “Consent and Medical Form” and a “Medication Permission Slip”</li> <li>• <i>Teachers to add any management plan relevant to their group</i></li> </ul>		Substantially Effective	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>
Environmental	<ul style="list-style-type: none"> <li>• Stay on the walking tracks (even when resting) to prevent soil erosion, compaction and trampling of vegetation.</li> <li>• Take rubbish and food scraps home with you.</li> <li>• Treat all animals and plants with respect and care. Wildlife has the right to be in parks and forests; this is their home and you are the visitor</li> </ul>		Fully Effective	4 Minor	C Possible	Medium
Students with behavioural issues	<ul style="list-style-type: none"> <li>• <i>Teachers to add any management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Activity: Management of Students at Lookouts Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Fall from the lookout area	<ul style="list-style-type: none"> <li>School staff to provide clear instructions to students prior to entering the lookout which must be strictly adhered to</li> <li>Remain behind the safety fencing</li> <li>Witt's Lookout - group size in the area is limited to ten or fewer</li> <li>Groups are rotated through the area</li> <li>Strict supervision within the delineated area is required</li> <li>Climbing or sitting on the safety fencing is not allowed</li> </ul>		Substantially Effective	1 Catastrophic	D Unlikely	High
Sprain/strain caused by the uneven lookout surface and/or changes in the composition and area of the lookout surface	<ul style="list-style-type: none"> <li>Ensure that all participants have appropriate footwear</li> <li>Remain on designated walking tracks at all times.</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
	<ul style="list-style-type: none"> <li></li> </ul>					
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Students with physical conditions	<ul style="list-style-type: none"> <li>Teachers to add any management plan relevant to their group</li> </ul>		Teachers to apply Control Effectiveness Rating	Teachers to apply Consequence Rating based on group	Teachers to apply Likelihood Rating	Teachers to apply Risk Rating

Activity: Sensory Trail – Use of Blindfolds Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Slips, trips and falls	<ul style="list-style-type: none"> <li>Ensure that all participants have appropriate footwear</li> <li>School staff to provide clear instructions to students prior to Sensory Trail activity: <ul style="list-style-type: none"> <li>Progress slowly and feel carefully with the feet.</li> <li>Keep hold of the guide rope</li> <li>Student helpers are to behave responsibly</li> <li>Strict adult supervision is required</li> </ul> </li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Irritations and/or infections of the eyes	<ul style="list-style-type: none"> <li>Blindfolds are issued for a person's sole use and are laundered after each use</li> </ul>		Fully Effective	5 Negligible	E Rare	Low
Injury caused by inappropriate handling of blindfolded persons by helpers	<ul style="list-style-type: none"> <li>School staff to provide clear instructions to adult and suitable student helpers prior to Sensory Trail activity</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
	<ul style="list-style-type: none"> <li></li> </ul>					
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Students with physical conditions	<ul style="list-style-type: none"> <li>Teachers to add any management plan relevant to their group</li> </ul>		Teachers to apply Control Effectiveness Rating	Teachers to apply Consequence Rating based on group	Teachers to apply Likelihood Rating	Teachers to apply Risk Rating

Activity: Sensory Trail – Use of Blindfolds Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Slips, trips and falls	<ul style="list-style-type: none"> <li>• Ensure that all participants have appropriate footwear</li> <li>• School staff to provide clear instructions to students prior to Sensory Trail activity:               <ul style="list-style-type: none"> <li>○ Progress slowly and feel carefully with the feet.</li> <li>○ Keep hold of the guide rope</li> <li>○ Student helpers are to behave responsibly</li> <li>○ Strict adult supervision is required</li> </ul> </li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Irritations and/or infections of the eyes	<ul style="list-style-type: none"> <li>• Blindfolds are issued for a person's sole use and are laundered after each use</li> </ul>		Fully Effective	5 Negligible	E Rare	Low
Injury caused by inappropriate handling of blindfolded persons by helpers	<ul style="list-style-type: none"> <li>• School staff to provide clear instructions to adult and suitable student helpers prior to Sensory Trail activity</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
	<ul style="list-style-type: none"> <li>•</li> </ul>					
Students with behavioural issues	<ul style="list-style-type: none"> <li>• <i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Students with physical conditions	<ul style="list-style-type: none"> <li>Teachers to add any management plan relevant to their group</li> </ul>		Teachers to apply Control Effectiveness Rating	Teachers to apply Consequence Rating based on group	Teachers to apply Likelihood Rating	Teachers to apply Risk Rating

Activity: Leaf Litter Study – Handling Invertebrates and Rainforest Vegetation Matter				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Animal or insect scratch, bite or sting	<ul style="list-style-type: none"> <li>Students are not to use bare hands when collecting and/or observing specimens – use appropriate resources</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Injuries caused by rainforest flora e.g. falling matter, stings, scratches and splinters	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area</li> <li>High level of adult supervision is required</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Environmental	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area to prevent soil erosion, compaction and trampling of vegetation.</li> <li>Take rubbish and food scraps home with you</li> <li>Treat all animals and plants with respect and care. Wildlife has the right to be in parks and forests; this is their home and you are the visitor</li> </ul>		Fully Effective	4 Minor	C Possible	Medium
	<ul style="list-style-type: none"> <li></li> </ul>					
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Students with physical conditions	<ul style="list-style-type: none"> <li>Teachers to add any management plan relevant to their group</li> </ul>		Teachers to apply Control Effectiveness Rating	Teachers to apply Consequence Rating based on group	Teachers to apply Likelihood Rating	Teachers to apply Risk Rating

Activity: Leaf Litter Study – Handling Invertebrates and Rainforest Vegetative Matter Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Animal or insect scratch, bite or sting	<ul style="list-style-type: none"> <li>Students are not to use bare hands when collecting and/or observing specimens – use appropriate resources</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Injuries caused by rainforest flora e.g. falling matter, stings, scratches and splinters	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area</li> <li>High level of adult supervision is required</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Environmental	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area to prevent soil erosion, compaction and trampling of vegetation.</li> <li>Take rubbish and food scraps home with you</li> <li>Treat all animals and plants with respect and care. Wildlife has the right to be in parks and forests; this is their home and you are the visitor</li> </ul>		Fully Effective	4 Minor	C Possible	Medium
	<ul style="list-style-type: none"> <li></li> </ul>					
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Students with physical conditions	<ul style="list-style-type: none"> <li>Teachers to add any management plan relevant to their group</li> </ul>		Teachers to apply Control Effectiveness Rating	Teachers to apply Consequence Rating based on group	Teachers to apply Likelihood Rating	Teachers to apply Risk Rating

Activity: Use of Wet Creek for the Collection of Freshwater Invertebrates Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Injury caused by a fall into the creek	<ul style="list-style-type: none"> <li>School staff to provide clear instructions to students prior to commencement of this activity</li> <li>Ensure that all participants have appropriate footwear</li> <li>Adequate adult supervision at all times</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Strain/sprain caused by uneven creek bed	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area</li> <li>High level of adult supervision is required</li> <li>Students are to keep out of the water as much as possible and cross the creek only in shallow spots</li> <li>When moving along the creek bank be aware of hanging vines, climbers etc.</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Animal/insect bite	<ul style="list-style-type: none"> <li>Students are not to use bare hands when collecting and/or observing specimens – use appropriate resources</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Injuries caused by rainforest flora e.g. falling matter, stings,	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area</li> <li>High level of adult supervision is required</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium

scratches and splinters						
Environmental	<ul style="list-style-type: none"> <li>Students are to work in a clearly defined area to prevent soil erosion, compaction and trampling of vegetation.</li> <li>Take rubbish and food scraps home with you</li> <li>Treat all animals and plants with respect and care. Wildlife has the right to be in parks and forests; this is their home and you are the visitor</li> </ul>		Fully Effective	4 Minor	C Possible	Medium
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>
Students with physical conditions	<ul style="list-style-type: none"> <li><i>Teachers to add any management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Activity: Walking Along and Crossing Main Street, Paluma to Reach Activity Sights Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Staff and volunteers	<ul style="list-style-type: none"> <li>• Allow for appropriate adult/student supervision ratios relevant to your student age group</li> <li>• Perform “Gumburu count off” (headcount) prior to departing Gumburu, as required during the bushwalking activity and upon returning to Gumburu</li> <li>• Position one adult in the lead and one adult at the end of the group line with those adults wearing reflective high vis vests</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Injury caused by collision with a vehicle	<ul style="list-style-type: none"> <li>• School staff to provide clear instructions to students prior to commencement of walk: <ul style="list-style-type: none"> <li>○ Walk in single file</li> <li>○ Walk on the road verge</li> <li>○ Remain alert for the approach of traffic</li> </ul> </li> <li>• When crossing the road: <ul style="list-style-type: none"> <li>○ Students halt in single file on the road verge.</li> </ul> </li> </ul>		Substantially Effective	1 Catastrophic	D Unlikely	High

	<ul style="list-style-type: none"> <li>○ All turn to face the opposite side of the road</li> <li>○ Look for traffic and, if clear, walk smartly across when directed</li> <li>○ Remain in single file when crossing</li> <li>○ Strict adult supervision is required</li> </ul>					
Slips, trips and falls	<ul style="list-style-type: none"> <li>● Ensure that all participants have appropriate footwear</li> <li>● School staff to provide clear instructions to students prior to commencement of walk</li> <li>● Adequate adult supervision, keep group together and calm ensuring that an adult is in the lead and an adult is at the end of the line</li> <li>●</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Weather conditions (rain, cloud, etc.) – decreased visibility for vehicles	<ul style="list-style-type: none"> <li>● Check weather report provided by Gumburu management at the start of each day</li> <li>● If necessary, provide students and adults with reflective high vis vests</li> </ul>		Fully Effective	1 Catastrophic	D Unlikely	High
Night walks – lack of visibility for vehicles	<ul style="list-style-type: none"> <li>● School staff to provide clear instructions to</li> </ul>		Substantially Effective	1 Catastrophic	D Unlikely	High

	<p>students prior to commencement of walk</p> <ul style="list-style-type: none"> <li>• Adequate adult supervision, keep group together and calm ensuring that an adult is in the lead and an adult is at the end of the line</li> <li>• Ensure that torches are used – do not shine them directly at approaching drivers</li> <li>• Provide students and adults with reflective vests</li> </ul>					
Students with behavioural issues	<ul style="list-style-type: none"> <li>• <i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>
Students with physical conditions	<ul style="list-style-type: none"> <li>• <i>Teachers to add any management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Activity: Use of Fireplace and Campfire Risk Assessment				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Burns from Fireplace or Campfire	<ul style="list-style-type: none"> <li>All staff, volunteers and students to participate in Gumburu induction</li> <li>Designated adult to be instructed by Gumburu management on fire starting procedures</li> <li>First Aid qualified school staff to participate in campfire activity</li> <li>Students are made aware of the designated restricted areas that are clearly defined around the fireplace and the campfire</li> <li>A high level of adult supervision is required</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>
Students with physical conditions	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Activity: Bandicoot Bench – Nocturnal Animal Observations				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
Scratches and/or bites from animals	<ul style="list-style-type: none"> <li>School staff to provide clear instructions to students prior to commencement of this activity</li> <li>Under no circumstances is any student to attempt to touch or feed any animal/s which may approach the bench</li> </ul>		Substantially effective	5 Negligible	D Unlikely	Low
Injury caused by falling rainforest material	<ul style="list-style-type: none"> <li>Gumburu management conducts an audit if tracks prior to camps and following weather events</li> </ul>		Substantially Effective	1 Catastrophic	D Unlikely	High
Slips, trips and falls	<ul style="list-style-type: none"> <li>Ensure that all participants have appropriate footwear</li> <li>Adequate adult supervision, keep group together and calm ensuring that an adult is in the lead with a torch</li> <li>Remain on designated walking tracks at all times</li> </ul>		Substantially Effective	4 Minor	C Possible	Medium
Students with behavioural issues	<ul style="list-style-type: none"> <li><i>Teachers to add any behavioural management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>
Students with physical conditions	<ul style="list-style-type: none"> <li><i>Teachers to add any management plan relevant to their group</i></li> </ul>		<i>Teachers to apply Control Effectiveness Rating</i>	<i>Teachers to apply Consequence Rating based on group</i>	<i>Teachers to apply Likelihood Rating</i>	<i>Teachers to apply Risk Rating</i>

Activity:				Person Responsible:		
Risk Description	Risk Controls	Person Responsible	Control Effectiveness Rating	Consequence Rating	Likelihood Rating	Level of Risk
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