Bunyaville Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

			CARA Creation Date: 04-Dec-2025
Activity:	**Food production**		
Activity Scope:	Guideline review date: 24 September 2025 This guideline demonstrates the minimum safety standard for student participation in cooking and food handling as an activity to support curriculum delivery. The Department of Education is committed to ensuring that curriculum activities are planned for and managed in accordance with the Work Health and Safety Act 2011 (Qld), to ensure, as far as is reasonably practicable, the safety of students, staff and others. Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. gardening with hand tools, camping) must comply with the requirements of all CARA guidelines appropriate to the activity. For curriculum activities involving the use of agents or conditions that promote food contamination and/or biological cultures that constitute a hazard (e.g. cheese making), refer to the food experimentation guideline. 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 procedure.		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/food-production		
Activity Description:	Foor production takes place at the centre as well as the picnic area in Bunyaville Conservation Park. Food is cooked over an open fire pit and/or the Centre oven (refer Fire Pit Cara). Children assist with preparation and cooking is done in a restricted space which children only have access to with adult supervision.		
Inherent Risk Level:	Low		
Inherent Risk Level Description:	Activities involving the use of non-electrical equipment and implements (e.g. whisk) that will not cause injury unless deliberately misused.		
Start Date:	Tuesday, 27 January, 2026	End Date:	Friday, 11 December, 2026
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

• If any requirement cannot be met, the activity must not occur. • A registered teacher must be appointed to maintain overall responsibility for the activity. • Teachers, in collaboration with other adult supervisors of the planned activity, determine additional risks, hazards and control measures relevant to the activity and the specific school/group circumstances in order to lift the safety standard above the minimum identified in the CARA guideline. • Consult review comments from previous CARA records to improve safety standards based on the advice from the previous supervisors of the activity at the school. • Compliance with the department's guide to managing electrical equipment in departmental schools and workplaces is required when planning this activity.	☑

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, such as epilepsy) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. • 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. • 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.	☑

Emergency and first-aid
 	
• Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. fire, gas leakage, provision of CPR and first aid).
• 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. location of first aid support and equipment; follow the relevant Safe Operating Procedure (SOP) or manufacturer instructions associated with plant and equipment used in this activity) and are to be informed by information provided as manufacturer's instructions, product labels, vendor safety data sheets (SDS) and SOP as relevant.
• Access is required to first aid equipment and consumables suitable for foreseeable incidents.
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Induction and instruction • Induction is required for all adult supervisors on emergency procedures (e.g. fire, gas leakage) and safety procedures (e.g. turning gas on and off, boiling water, heat sources). 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 and adult supervisors on correct techniques (e.g. use of knives, food handling and hygiene practices, waste disposal and spill clean-up procedures). Rule-reminders are to be provided throughout the activity.	☑
Consent Parent consent is required for all activities conducted off-site and all extreme risk level activities conducted onsite. It is strongly recommended that parent consent is obtained for high risk level activities conducted on-site.	☑

Risk Management Details

Supervision	
Principals, in consultation with the qualified adults, make final supervision decisions for the activity that considers the local context.	
Appropriate adult supervision must be provided to manage the activity safely i.e. prevent an incident from occurring and manage an incident if one were to occur, including managing emergency situations. The principal must give active consideration to the minimum standards set in the CARA guideline for the activity, the CARA planner and the risk assessment when determining the appropriate level of supervision. It is recommended that teacher demonstration be used as the principal teaching strategy for medium and high activities. Before the activity, all adult supervisors: • must be familiar with the contents of the CARA record, including the Emergency and Supervision Plans • must inspect the intended location in order to identify variable risks, hazards and potential dangers. During the activity, all adult supervisors: • must provide active and direct supervision – be constantly vigilant, attentive and rescue ready • must comply with control measures from the CARA record and adapt as hazards arise. The activity must be suspended if the conditions become unfavourable. Principals, in consultation with the qualified adults of the activity, determine the final number of supervisors to fulfil instructional, emergency and supervision roles for the local context that consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs. In some instances, the final supervision ratio may be 1:1. If the minimum standard for supervision cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls to implement alternative control measures to meet or exceed the minimum safety standard (e.g. reduce the number of students in the water at any one time). *See FAQ's for further support.	☑
Camp Cooking: Minimum supervision of Centre teacher; Visiting teacher; Unit Support Officer. Bush Explorers Cooking: Minimum supervision of teacher, Unit Support Officer and visiting parents. Students prepare food, USO or Centre teacher cooks the food. Before activities, Bunyaville EEC staff are familiar with the contents of the CARA record. CARA's are available on Bunyaville EEC website for viewing.	

Supervisor Qualifications	
Qualifications support the minimum safety standard for this activity. Principals make final decisions* in determining supervisor capability (competence, relevance and currency) and whether the activity leader meets an appropriate teaching standard. *See FAQ's for further support.	
All adult supervisors must comply with the working with children authority – blue cards procedure.	☐

Qualified adults for the activity **Recovery/emergency – CPR, First aid, Rescue**	
An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include: • HLTAID009 Provide cardiopulmonary resuscitation (CPR) • HLTAID011 Provide first aid • HLTAID012 Provide emergency first aid response in an education and care setting; or equivalent competencies.	☑
For **all** risk levels:	
At least 1 adult supervisor has demonstrated knowledge in food safety e.g. I'm Alert Food Safety Training or a unit of competency for food safety such as SITXFSA005 or similar.	☑
For **low** risk activities: At least 1 adult supervisor is:	
a registered teacher with knowledge of cooking and the potential hazards; or	☑
an adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in cooking and the potential hazards.	☑
https://dofoodsafely.health.vic.gov.au/index.php/en/ food safety qualifications course. Completed by Jessica Dalitz, Ollie Narbey and other staff where required.	

Facilities and Equipment	
The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.	
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.	☐
Participants must wear personal protective equipment as relevant (e.g. non-porous enclosed footwear, clean apron, bright coloured waterproof dressings and gloves).	☑
Consumables must be provided as required (e.g. cleaning agents, hand soap, paper towel).	☑
Clean up equipment (e.g. broom, dustpan, breakages bin, and spill kit) must be available.	☑

Ready access must be available to appropriate safety equipment, including fire extinguishers and fire blankets.	☑
Aids for safe handling, lifting and carrying (e.g. oven cloths, guards, safety steps and mobile trolleys) must be available.	☑
Preparation surfaces and equipment (e.g. serving plates and dish cloths) must be sanitised with commercial cleaning agents used at the minimum necessary strength.	☑
Workspace must be large enough to prevent overcrowding (recommended 900mm bench space per student; maximum of 3 students per stove).	☑
Benches must be appropriate height and accessible for all students (recommended height is 800mm to 1 metre).	☑
Hand washing, washing-up facilities, laundry and garbage disposal facilities must be available.	☑
Adequate facilities for food storage (cold and dry) must be available to ensure there is no risk of food contamination.	☐
Adequate and easily accessible power outlets that are clear of water sources must be available.	☑
All equipment must be used in accordance with the manufacturer's instructions.	☑
A process for checking for damage for all equipment used in the activity must be established and employed.	☑
A maintenance schedule (e.g. checking for damage, repairing, sharpening) must be established and enacted for all equipment used in the workspace. Consult Equipment Maintenance Records (EMR) template.	☑
A retirement schedule must be developed to replace plant and equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.	☑

Hazards and Control Measures

Environmental hazards	
Biological material • Ensure all food items used comply with Food Standards Australia New Zealand and are not subject to any current food recalls when providing ingredients. • Provide explicit instruction in preventing food poisoning: handling and hygiene. • Adhere to the Infection Control Guideline regarding sickness (e.g. vomiting, diarrhoea), contamination (e.g. blood, saliva) and hand hygiene (e.g. hands and nails washed thoroughly with warm running water and liquid soap, and dried thoroughly using a single use towel or disposable paper towel). • Do not allow tasting equipment to be shared.	☑

Environmental conditions - Weather • The school's school's sun safety policy must be followed if participating outside. • Follow the managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions. • Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.	☑
Facilities and equipment hazards	
Activity location • Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed. Undertake a reconnaissance of new or infrequently used venues to ascertain suitability. • Check facility for adequate light and ventilation (e.g. open windows and/or extraction fans). • Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.	☑
Equipment • Control the environment for pests (e.g. use fly screens and food covers). • Ensure ready access and vision to work areas. • Use appropriate equipment to handle food safely (e.g. tongs, serving spoons) and to heat or cool food (e.g. ovenproof dishes). • Equipment and implements stored safely and securely when not in use.	☑
Extreme temperatures sources • Provide explicit instruction in heating oil, including: ◦ dangers of overfilling a fryer or leaving unattended ◦ using a temperature controlled deep fryer rather than a saucepan for deep frying ◦ -use only suitable fats and oils ◦ -consequences of spills of other liquids into oil. • Provide explicit instruction in heating sugars, including: ◦ dangers of leaving sugar unattended ◦ use an oversized, deep, vertical pan ◦ wear protective clothing (e.g. apron, long oven gloves, safety glasses) ◦ identifying when the sugar is safe to touch or eat ◦ initial first-aid for steam burns and splatters e.g. keep a bowl of cold water beside each saucepan to plunge into immediately then move to hold the burn under cool running water.	☑
Sharp implements or objects • Keep blades (e.g. knives, food processors, mandolin, peelers) sufficiently sharp to allow for easy cutting and store in a way that allows safe selection.	☑
Slips, trips, falls • Procedures must be in place to immediately manage the removal of all spilt substances (e.g. breakages bin, mop, spill kit for large spills). Consult the Preventing slips, trips and falls brochure.	☑
Student considerations	
Injury • Students aware of the location of emergency and first-aid equipment.	☑

Student issues - Student numbers, special needs, high risk behaviours, medical conditions • Remove accessories (e.g. jewellery, lanyards) before participating. • Ensure fingernails and hair do not pose a hazard. • Monitor and enforce the correct use of equipment. • Maintain close supervision of students.	☑
Additional links Food safety matters Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools	
When using fire pits: Centre staff have marked out of bounds area around fire pits. Utilising large markers and ropes. This is one 2m out from fire pit. Wood is chopped with a splitter to create a pre cut box of wood to be taken to fire pit area. When oven is used: Baby safety gate is kept closed on kitchen access off GLA1 classroom.	

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.