## Activity Details

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Other (EXPIRED)</th>
<th>Activity Name:</th>
<th>Campfire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Description:</td>
<td>Camp Fire. Students are seated around concrete ring containing fire. Up to 5 students at a time may toast marshmallows on wire toasting forks. Students do not cook or access fire during damper or bunya nut cooking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk Level:</td>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk Level Description:</td>
<td>Some chance of an incident and injury requiring first aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Date:</td>
<td>Monday, 23 January, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Date:</td>
<td>Monday, 22 January, 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On School Grounds:</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is parental permission required for this activity?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Risk Management Details

### Supervision Requirements

The minimum supervision requirements as outlined in the [activity guideline](#) have been met.

![Checkmark]

### Qualification Requirements

The minimum qualification requirements as outlined in the [activity guideline](#) have been met.

![Checkmark]

### Equipment/Facility Requirements

The minimum requirements for equipment/facilities as outlined in the [activity guideline](#) have been met.

![Checkmark]

### Hazards and Control Measures

The hazards and control measures as outlined in the [activity guideline](#) have been addressed.

![Checkmark]

Students are seated on tarps or terrace seats at a distance of no closer than 1 metre from concrete ring containing burning fire. A tape line denotes area to stay behind for students. A cold water tap and separate Full water bucket are noted to visiting staff and students. A flood light can illuminate fire for student movement to and from fire area.

## Staff/Other Participants

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Given Name</th>
<th>Type</th>
<th>Other Participants Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gibson</td>
<td>Peter</td>
<td>Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Gibson</td>
<td>Sue</td>
<td>Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Roach</td>
<td>Steve</td>
<td>Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Smith</td>
<td>Mark</td>
<td>Staff Member</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 – unsafe 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.