



## Duty of Care

<b>Board Policy 11.2</b>	First Issued	13/7/06
	Last Review and Approved	10 June 2020
	Next Review Due	2022

### 1. Introduction

- 1.1. Citipointe Christian College is committed to preventing harm to students and staff by providing a safe and supportive learning environment for all students and College staff.
- 1.2. The College's mission statement<sup>1</sup> requires a commitment to superior service, quality and innovation. It is both necessary and appropriate that suitably qualified staff be appointed and be aware of the responsibilities and expectations required of them. These responsibilities and expectations help form the foundation for the College's duty of care.
- 1.3. The College's other founding blocks for its duty of care lie within the Citipointe's Christian (Biblical) Worldview<sup>2</sup>. In Luke chapter 10, verses 25-37 Jesus shares the parable of the Good Samaritan. A lawyer challenges Jesus concerning the prerequisites to inheriting eternal life. When Jesus instructs him to love his neighbour as himself the expert of the law asked 'and who is my neighbour?' Through answering this question, Jesus uncovers that essentially the expert of the law was asking Jesus "what is the minimum I can do to meet the requirements expected". Jesus' answer, through the parable of the Good Samaritan, reveals that when it comes to loving your neighbour there is no minimum requirement. With this in mind, the College should not be concerned with meeting its minimum requirements in regards to its duty of care, but should always be aiming to go above and beyond the required standard, in the same way the Samaritan man's duty of care exceeded beyond what was expected, and went above and beyond what was culturally, socially and legally expected of him.
- 1.4. The College and college staff "owe a duty to take reasonable care for the safety and welfare of all students in their schools<sup>3</sup>, as well as the safety and welfare of themselves, other workers and other people who may be affected by their work. This duty of care exists whenever work is being undertaken and when the teacher/student relationship is established."<sup>4</sup>

### 2. Purpose

- 2.1. This policy clarifies the accountability of the College Board and the College's staff concerning their duty of care owed to students.
- 2.2. This policy outlines the way in which the College will meet its obligations to where duty of care is specifically prescribed in legislation<sup>5</sup> and in other circumstances recognised by Common Law.

<sup>1</sup> Board Policy 4.1 Citipointe Christian College Philosophy of Education p4

<sup>2</sup> Board Policy 4.1 Citipointe Christian College Philosophy of Education p3

<sup>3</sup> Primary, Secondary and International College

<sup>4</sup> Duty of Care Handbook (2018) Independent Schools Queensland p4

<sup>5</sup> Refer to Section 6 of this policy

### **3. Scope of Policy**

- 3.1. All Board members, staff, volunteers, parents/carers, students and visitors to the college must comply with this policy.
- 3.2. For the purposes of this policy the terms 'worker' is defined as individuals who are considered to be staff, students, contractors (including tutor, coaches and external providers), volunteers and/or visitors.
- 3.3. For the purposes of this policy the term 'staff' is defined as individuals who are employed in a full time, part time, casual or contract (including tutor, coaches and external providers) capacity.

### **4. Policy**

- 4.1. The College and its workers have a duty of care in two broad circumstances:
  - a. Where a duty of care is specifically prescribed in legislation in an Act of Parliament; or
  - b. In other circumstances recognised by the Common Law, developed in courts and capable of taking account of both foreseeable and novel circumstances.

#### 4.2. Within the College duty of care falls upon the following people

- a. Teaching Staff (section 4.3)
- b. Non-Teaching Staff, Volunteers and External Providers (section 4.4)
- c. The College (section 4.5)
- d. The Board (section 4.6)

#### **4.3. Teaching Staff<sup>6</sup>**

4.3.1. The teacher's responsibility concerning duty of care is automatic, arising from the teacher/student relationship and is not limited to specific school activities such as excursions and incursions; it remains at all times whilst the student is in the teacher's care. A teacher's duty of care also includes being aware of and implementing school policies affecting students' safety and welfare e.g. bullying, child protection, supervision ratios, safety of equipment and grounds.

4.3.2. Generally, the duty of care owed by teachers to students is non-delegable; however, in certain situations the teacher may delegate this duty of care to non-teaching staff, volunteers and/or external providers (see 4.4). The duty is to ensure that reasonable steps are taken for the safety of the students.

4.3.3. A teacher owes a duty to students to take reasonable care to avoid acts or omissions that could expose them to a known or a reasonably foreseeable risk of harm and/or injury. Discharge of this duty requires a teacher to take such proactive measures as are reasonable to prevent harm and/or injury to a student.

#### **4.4. Non-teaching Staff, Volunteers and external Providers<sup>7</sup>**

4.4.1. Non-teaching staff, volunteers and/or external providers must take reasonable care to avoid acting in a way that could reasonably be foreseen as causing harm and/or injury to themselves or others, including students.

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<sup>6</sup> Duty of Care Handbook (2018) Independent Schools Queensland p5

<sup>7</sup> Duty of Care Handbook (2018) Independent Schools Queensland p5-6

4.4.2. Teachers may, under certain conditions, delegate their duty of care to non-teaching staff, volunteers and/or external providers (see 4.5.3), in which case they will owe the same level of care to students as a teacher.

4.4.3. Under the Civil Liability Act 2003 (Qld), a volunteer cannot be sued for any act or omission done in good faith, unless the act constitutes a criminal offence, the volunteer was intoxicated, or the act occurred outside the scope of the volunteers' activities, authorised by the College.

#### **4.5. The College**

4.5.1. The College has the same duty of care as a teacher, but with wider responsibilities than an individual teacher or other staff member, extending to such things as ensuring adequate supervision, safe equipment and premises and meeting other requirements of workplace health and safety legislation.

4.5.2. The College is under a duty to take all reasonably practicable measures to ensure that it employs competent staff and provides safe premises. The College will be vicariously liable for the actions of the staff whilst they are acting in the course and scope of their duties as staff of the College.<sup>8</sup>

4.5.3. The College's duty of care obligations are fully addressed in its various related policies and procedures.<sup>9</sup>

4.5.4. In delegating a duty of care responsibility to Non-teaching staff, volunteers and/or external providers the college must ensure that the Non-teaching staff, volunteers and/or external providers:

- a. Are suitable for the task being delegated.
- b. Are covered by either the College's insurance or have in place their own adequate insurance cover.
- c. Agree to assume this personal duty of care for the students.
- d. Have been provided with clear instructions and any necessary training as to the level of care required.

#### **4.6. The Board**

4.6.1. The Duty owed by the College Board is unable to be delegated. This is a duty to ensure that reasonable care is taken to provide:

- a. Suitable and safe premises;
- b. Adequate systems to ensure that no student is exposed to any unnecessary risk of injury.

4.7. A duty of care is owed to all persons listed in section 3.1 during the following activities of the College:

- a. Learning Activities (section 4.8)
- b. Non-learning Activities or Non-Classroom Activities (Section 4.9)
- c. Excursions, Camps and Overseas Education Trips (Section 4.10)

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<sup>8</sup> Duty of Care Handbook (2018) Independent Schools Queensland p6

<sup>9</sup> Refer to Section 6 of this policy

## 4.8. Learning Activities

### 4.8.1. General Duty of Care

- a. The duty of care issues within a learning area relate predominantly to behaviour management and student protection. The College and teachers have a duty to maintain safe learning areas in which students are able to work free of physical and verbal harassment. The College will ensure it has in place a Student Code of Behaviour Policy<sup>10</sup> and a Student Protection Policy<sup>11</sup> that is reviewed regularly. Each school<sup>12</sup> will have in place behaviour management procedures and processes.
- b. Teachers should be safety conscious and aware of possible risks in the classroom. Identified safety issues should be addressed in line with the College's Work Health and Safety Policy.<sup>13</sup>

### 4.8.2. Academic Duty of Care

- a. The Independent Schools of Queensland state "While teachers have a professional duty to be well prepared, competent, ethical, efficient, good classroom managers etc., their legal responsibility with regards to the academic progress of students is less clear.... The major danger for schools seems to be in parents and students holding them legally responsible for incorrectly classifying students and directing them to inappropriate programs than for failure to educate. This might include such things as failure to diagnose a learning disability or misdiagnosing a disability; failure to properly counsel a student with regard to subject prerequisites for tertiary study; suggesting to a student that they will receive certain results or scores enabling entry into a post-school program; and subsequently being found to be incorrect."<sup>14</sup>
- b. For this reason, teachers are not to work outside their qualifications concerning student guidance and/or diagnosis of disabilities. Student Guidance is to only be provided by the College's Student Counselling and Guidance Department. As a general rule<sup>15</sup>, teachers should never make diagnoses, but should rather refer parents to external allied professionals.

### 4.8.3. Curriculum Areas

- a. Different curriculum areas will have different inherent risks associate with them and therefore specific aspects of duty of care will differ.
- b. The Queensland Education Department's Curriculum Activity Risk Assessment (CARA) guidelines should be used when considering the duty of care inherent in different curriculum areas. These guidelines are available on their website.<sup>16</sup>

### 4.8.4. Digital Technology

- a. The College's and Staff's duty of care concerning digital technology is addressed in the College's Digital Technology Policy.<sup>17</sup>

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<sup>10</sup> Board Policy 10.2 Student Code of Behaviour

<sup>11</sup> Board Policy 7.1 Student Protection Policy

<sup>12</sup> Primary, Secondary and International College

<sup>13</sup> Board Policy 6.1 Work Health and Safety

<sup>14</sup> Duty of Care Handbook (2018) Independent Schools Queensland p15

<sup>15</sup> Teachers may hold qualifications enabling them to make diagnoses

<sup>16</sup> <https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines>

<sup>17</sup> College Policy 4.3.9 Digital Technology Policy

## **4.9. Non-learning Activities or Non-Classroom Activities**

### **4.9.1. Yard/Playground Duty**

- a. The college has a duty of care to ensure students are adequately supervised and protected from dangerous activities and have access to safe premises and equipment.
- b. The College will arrange for supervision of students during scheduled break times (e.g. morning tea and lunch time)
- c. When on scheduled break time supervision Staff must:
  - i. actively supervise their assigned area.
  - ii. be the last person to leave the assigned area, or in the case of after school duties must remain until 3:40pm.
  - iii. have their staff mobile phone charged and with them.

### **4.9.2. Travel To and From a Place at which a College Activity is Undertaken**

- a. The College's and Staff's duty of care whilst using the College Buses is addressed in the College's Bus Drivers Operating Manual<sup>18</sup> and Bus Transport Incident Management Plan.<sup>19</sup>
- b. Teachers are to adequately supervise students when accompanying them to and from a place at which a College activity is undertaken or have in place alternative supervision plans.<sup>20</sup>
- c. Travel to and from a places at which college activities are undertaken includes but is not limited to, such modes of transport as pedestrian travel, bus travel and aeroplane travel.
- d. Use of private cars by staff to transport students to and from a place at which a College activity is not encouraged, however special prevision can be arranged as are outlined in the College's excursion policy.<sup>21</sup>

### **4.9.3. Students on College Grounds Before School Hours**

- a. Where it is known that students arrive at the College at a certain time the responsibility of the College to provide adequate supervision for students commences at that time.
- b. Before school hours supervision is addressed by each school<sup>22</sup> in their respective handbooks.
- c. Where it is known that students arrive at the College before it is reasonable to provide adequate supervision the parents will be contacted and it will have requested that they find some other way of occupying their children at for this time.

### **4.9.4. Students on College Grounds After School Hours**

- a. The College does not owe a duty of care to students who leave the College grounds and return later (e.g. in the evenings or weekends), unless they are returning to participate in a College activity.
- b. The College does not owe a duty of care to supervise students who remain on the College grounds after being collected by their parents.
- c. The College owes a duty of care to supervise students whilst they are waiting for a College bus or waiting to be collected by their parent/s. However, it is not reasonable to expect the College to supervise students whose parents are

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<sup>18</sup> College Policy 4.1.4 Bus Drivers Operating Manual

<sup>19</sup> College Policy 4.1.5 Bus Transport Incident Management Plan

<sup>20</sup> This could include such things as having a parent accompany the student/s

<sup>21</sup> College Policy 4.1.1 Excursion Policy, paragraph 6.3

<sup>22</sup> Primary, Secondary and International College

regularly and significantly late in collecting their children. If this occurs the parent/s will be contacted that issue will be asked to be rectified.

#### 4.10. **Excursions, Camps and Overseas Education Trips**

4.10.1. Responsibility for the welfare and safety of students lies with the College through the teaching staff at all times while the students are in its care. This includes excursions, camps and overseas educational trips held outside the College grounds. Duty of care can be transferred to non-teaching staff, volunteers and external providers under certain circumstances. Excursions, camps and overseas educational trips are strictly controlled and explained further in the College's excursion policy<sup>23</sup> and camps, mission and educational trips policy.<sup>24</sup>

#### 4.11. **Worker to Student Ratios.**

4.11.1. There are many factors that influence the ratio of worker to student, including the age of the students, their capability, the location of the activity and the nature of the activity.

4.11.2. A part from the requirement that a registered teacher must retain overall responsibility for the activity there is no specific worker to student ratio for excursions/camps legislated. Due to this, all teachers are to use the Queensland Education Department's Curriculum Activity Risk Assessment (CARA) guidelines when considering the duty of care inherent in different excursions, camps and overseas educational trips. These guidelines are available on their website.<sup>25</sup>

4.11.3. For some activities the College requires a higher standard concerning worker to student ratio than CARA recommend. The College's worker to student ratios are summarised in Appendix 1.

### 5. **Process**

5.1. For the parent to succeed in an action in negligence, due to a breach of duty of care, against the College and/or teachers it is necessary for the parent to establish:

- a. The College and/or teacher owed a duty of care to the student;
- b. That the standard of care was breached; and
- c. That this breach has caused the student to suffer some form of harm.

5.2. Allegations of the College and/or persons listed in section 3.1 breaching their duty of care can be addressed through the following means:

- a. The College's grievances, disputes and complaints policy<sup>26</sup>
- b. The College's student bullying policy<sup>27</sup>
- c. The Student Protection Policy<sup>28</sup>

### 6. **Legislative Provisions and Relevant or Related Documentation**

- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)

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<sup>23</sup> College Policy 4.1.1 Excursion Policy

<sup>24</sup> College Policy 4.1.2 Camps, Mission and Educational Trips

<sup>25</sup> <https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines>

<sup>26</sup> Board Policy 11.4 Grievances Disputes and Complaints

<sup>27</sup> College Policy 10.3.1 Student Bullying Policy

<sup>28</sup> Board Policy 7.1 Student Protection

- Privacy Act 1988 (Cth)
- Disability Discrimination Act 1992 (Cth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)
- Anti-Discrimination Act 1991 (Qld)
- Education (Work Experience) Act 1996 (Qld)
- Child Protection Act 1999 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Civil Liability Act 2003 (Qld)
- Education (Queensland College of Teachers) Act 2005 (Qld)
- Education (General Provisions) Act 2006 (Qld)
- Work Health and Safety Act 2011 (Qld)
- Education (Accreditation of Non-State Schools) Act 2017 (Qld)

This policy is to be read in conjunction with other policies and College guidelines i.e

- Duty of Care Handbook (2018) Independent Schools Queensland
- 4.1 Citipointe Christian College Philosophy of Education
- 6.1 Work Health and Safety
- 7.1 Student Protection
- 10.2 Student Code of Behaviour
- 10.3 Anti-discrimination for Students
- 11.1 Staff Code of Conduct
- 11.4 Grievances Disputes and Complaints
- 4.1.1 Excursion Policy
- 4.1.2 Camps, Mission and Educational Trips
- 4.1.4 Bus Drivers Operating Manual
- 4.1.5 Bus Transport Incident Management Plan
- 4.3.9 Digital Technology Policy
- 10.3.1 Student Bullying Policy

## **7. Policy Review**

This policy is to be reviewed once every 2 years

## Appendix 1 - 11.2 Duty of Care



Citipointe Christian College

### Teacher Student Ratios

One of the adults accompanying any College group should be a registered teacher. For mixed groups, it is preferable that there is one male and one female teacher present. For excursions lasting more than one day, volunteers can be used for part of that time so that the male/female mix remains as long as there is at least one registered teacher always present.

A minimum of two adults should accompany a group irrespective of the group size, with one of the adults being a registered teacher. If an adult other than a teacher is busy with students, a teacher should always be present to take overall responsibility for duty of care.

For all high risk activities an adult supervisor must be visible and easily identified and all students must be in sight of at least one adult supervisor at all times.

At least one adult with a current first Aid Qualifications including CPR is required to attend all activities listed below.

Sporting Activities	Prep-3	4 -6	7 – 12	Qualifications for supervisors (A registered teacher must present for all activities)
Archery	n/a	1:10	1:15	A registered teacher with qualifications in Health and Physical Education/Outdoor Recreation (or equivalent) and competence (knowledge and skills) in the teaching of archery
AFL (modified)	1:15	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of AFL
AFL	n/a	1:15	1:30	An adult must have a Level 1 (Youth) coaching accreditation from AFL Queensland working under the direct supervision of a registered teacher. This course may be undertaken through GAQAP.
Badminton	1:20	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of badminton
Baseball/Softball	1:15	1:15	1:30	A registered teacher with competence (knowledge and skills) in the teaching of baseball/softball
Basketball	1:15	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of basketball
Cricket	1:15	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of cricket
Cross Country	Determined by individual risk assessment for each course			A registered teacher with competence (knowledge and skills) in the teaching of running events

<b>Cycling: Mountain bike, off road</b>	n/a	1:8	1:8	<p>A registered teacher with competence (knowledge and skills) in mountain bike cycling.</p> <p>A competent adult supervisor with a current first aid qualification including cardiopulmonary resuscitation with capability and competence (knowledge and skills) to perform a rescue to assist/recover a student, if required.</p>
<b>Cycling: road</b>	n/a	n/a	1:5	<p>A registered teacher with competence (knowledge and skills) in the teaching of cycling.</p> <p>An adult supervisor with NCAS Level 1 Cycle Coach (Road and Track), working under the direct supervision of registered teacher.</p>
<b>Cycling: bike track</b>	n/a	1:10	1:20	A registered teacher with competence (knowledge and skills) in the teaching of path cycling.
<b>Discus</b>	n/a	1:15	1:30	A registered teacher with qualifications in Physical Education and competence (knowledge and skills) in the teaching of discus
<b>Football (Soccer)</b>	1:15	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of football
<b>Golf</b>	n/a	1:15	1:30	A registered teacher with competence (knowledge and skills) in the teaching of golf
<b>Gymnastics (medium risk – apparatus below a height of 40cm)</b>	1:15	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of gymnastics
<b>Gymnastics (High risk)</b>	n/a	n/a	1:10	<p>A registered teacher with competence (knowledge and skills) in the teaching of gymnastics</p> <p>An adult must have Intermediate Coach Accreditation from Gymnastics Australia or equivalent gymnastics coaching qualifications.</p>
<b>Hammer Throw</b>	n/a	n/a	1:10	<p>A registered teacher with qualifications in Health and Physical Education</p> <p>An adult supervisor, working under established safety procedures and the direct supervision of a registered teacher, with a Level 2 Advanced Coach accreditation from Athletics Australia (for standing throws)</p> <p>An one adult supervisor, working under established safety procedures and the direct supervision of a registered teacher, with a Level 3 Advanced Coach accreditation from Athletics Australia (for throws involving turns).</p>

<b>Handball, European</b>	n/a	1:25	1:30	A registered teacher with competence (knowledge and skills) in the teaching of European handball
<b>High jump (scissor techniques)</b>	1:15	1:30	1:30	A registered teacher with competence (knowledge and skills) in the teaching of high jump
<b>High jump (Fosbury flop techniques)</b>	n/a	n/a	1:15	An adult supervisor, working under the direct supervision of a registered teacher, with Level 2 Intermediate Club Coach accreditation (or equivalent) or successful completion of an equivalent high jump workshop approved by Athletics Australia. This course (Athletics Coaching – Part B) may be undertaken through Get Active Queensland Accreditation Program (GAQAP)
<b>Hockey</b>	n/a	1:15	1:20	A registered teacher with competence (knowledge and skills) in the teaching of hockey
<b>Javelin</b>	n/a	n/a	1:20	A registered teacher with qualifications in Physical Education and competence (knowledge and skills) in the teaching of javelin
<b>Kayaking and canoeing Grade 1 waters (lakes, rivers and streams)</b>	n/a	1:8	1:8	<p>A registered teacher</p> <p>An adult supervisor must hold a current Guide or Instructor award. The statement of attainment from a Registered Training Organisation (RTO) or Certificate from a National Sporting Organisation (NSO) must be supplied.</p> <p>An adult supervisor is required to either canoe/kayak with the learners or travel in a powered vessel in close proximity to the learners under instruction.</p>
<b>Kayaking and canoeing Grade 2 waters (lakes, rivers and streams)</b>	n/a	n/a	1:6 Yr10-12 only	<p>A registered teacher</p> <p>An adult supervisor must hold a current Guide or Instructor award. The statement of attainment from a Registered Training Organisation (RTO) or Certificate from a National Sporting Organisation (NSO) must be supplied.</p> <p>An adult supervisor is required to either canoe/kayak with the learners or travel in a powered vessel in close proximity to the learners under instruction.</p> <p>An adult supervisor with capability and competence (knowledge and skills) to perform a rescue to assist/recover a student, if required.</p>

<b>Kayaking (open water)</b>	n/a	n/a	1:6 Yr10- 12 only	<p>A registered teacher</p> <p>An adult supervisor is to hold a current Sea kayaking guide or instructor certificate/qualification. The statement of attainment from a Registered Training Organisation (RTO) or National Sporting Organisation must be supplied. One adult supervisor is required to either canoe/kayak with the learners or travel in a powered vessel in close proximity to the learners under instruction.</p> <p>An supervisor with capability and competence (knowledge and skills) to perform a rescue to assist/recover a student, if required.</p>
<b>Long and Triple Jump</b>	1:20	1:30	1:30	A registered teacher with competence (knowledge and skills) in the teaching of long jump and/or triple jump
<b>Netball</b>	1:15	1:30	1:30	A registered teacher with competence (knowledge and skills) in the teaching of netball
<b>Orienteering – modified terrain</b>	n/a	1:10	1:15	A registered teacher with competence (knowledge and skills) in the teaching of orienteering
<b>Orienteering - unmodified terrain</b>	n/a	n/a	1:6	<p>A registered teacher with competence (knowledge and skills) in the teaching of orienteering</p> <p>An supervisor with Level 1 coaching accreditation from Orienteering Queensland.</p>
<b>Oztag</b>	n/a	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of Oztag
<b>Rugby League/ Union (modified rules)</b>	n/a	1:15	1:25	A registered teacher, or adult supervisor working under the direct supervision of a registered teacher, with Modified Games Coach accreditation from the National Rugby League and be registered to the QRL for the current season.
<b>Rugby League/ Union</b>	n/a	n/a	1:15	<p>A registered teacher, or adult supervisor working under the direct supervision of a registered teacher, with International Games Coach accreditation from the National Rugby League and be registered to the QRL for the current season.</p> <p>An accredited referee that is registered on the NRL National Database with the Referees Association working under the direct supervision of a registered teacher.</p>
<b>Shot Put</b>	1:15	1:25	1:30	A registered teacher with competence (knowledge and skills) in the teaching of shot put

<b>Skateboarding</b>	n/a	n/a	1:15	A registered teacher with competence (knowledge and skills) in the teaching of skateboarding with a current first aid certificate
<b>Squash</b>	n/a	1:15	1:30	A registered teacher with competence (knowledge and skills) in the teaching of squash
<b>Swimming in locations other than pools</b>	n/a	1:10	1:12	Please see note below (a)
<b>Swimming in Pools</b>	1:10	1:12	1:15	Please see note below (b)
<b>Snow Sports: Skiing and snowboarding(beginner)</b>	n/a	n/a	1:10	One adult supervisor, working under the established safety and emergency procedures of the ski-village/resort, who is a competent skier/snowboarder and has an excellent understanding of the danger of hypothermia and its treatment.
<b>Touch Football</b>	1:15	1:20	1:30	A registered teacher with competence (knowledge and skills) in the teaching of touch football
<b>Track Events</b>	1:15	1:30	1:30	A registered teacher with competence (knowledge and skills) in the teaching of running events
<b>Triathlon</b>	n/a	1:15	1:15	Please see note below (c)
<b>Volleyball</b>	1:15	1:30	1:30	A registered teacher with competence (knowledge and skills) in the teaching of volleyball or beach volleyball
<b>Weight Training/Lifting</b>	n/a	n/a	Yr 9 - 12 only 1:10	A registered teacher with qualifications in Physical Education (PE) or equivalent, and competence (knowledge and skills) in weightlifting

<b>Other Activities</b>	<b>Prep-3</b>	<b>4 -6</b>	<b>7 – 12</b>	<b>Qualifications for supervisors (A registered teacher must present for all activities)</b>
<b>Bushwalking -tracked</b>	1:5	1:10	1:15	A registered teacher
<b>Bushwalking - trackless</b>	n/a	n/a	1:10	A registered teacher  Supervisors should have demonstrated skills and currency that meet leadership, group management, technical capacities and safety requirements (including current familiarity with the environment, map coverage of the area and emergency procedures) of the specific circumstances being addressed.  An adult with nationally recognised qualifications in bushwalking
<b>Camping – lightweight camping, base camping, residential camping</b>	n/a	n/a	1:10	a registered teacher with competence (knowledge and skills) in camping activities
<b>Camping – remote areas</b>	n/a	n/a	1:10	a registered teacher or other adult (working under established safety procedures and the direct supervision of a registered teacher) with

				<p>a statement of attainment or qualification from a Registered Training Organisation (RTO) including the following field operations units of competence or equivalent:</p> <ul style="list-style-type: none"> <li>○ SROOPS006B/SISOOPS202A - Use and maintain a temporary or overnight site</li> <li>○ SROOPS001B/SISOOPS201A - Minimise environmental impact</li> <li>○ SROOPS004B/SISOOPS306A - Interpret weather conditions in the field</li> <li>○ PUAOPE002A/PUAOPE002B - Operate communications systems and equipment.</li> </ul>
<b>Dance</b>	1:20	1:20	1:30	A registered teacher with competence (knowledge and skills) in dance.
<b>Drama</b>	1:30	1:30	1:30	A registered teacher or an adult supervisor (working under the direct supervision of a registered teacher), with competence (knowledge and skills) in drama activities.
<b>Flying model aircraft (excluding remotely piloted aircraft - drones)</b>	n/a	1:10	1:15	An adult supervisor must be designated as the Safety Officer and be responsible for the adherence to safety requirements by all participants and spectators.
<b>Gardening with Handtools</b>	1:10	1:20	1:30	A registered teacher with competence (knowledge and skills) in gardening and use of gardening hand tools

**(a) Supervision - Swimming in locations other than pools**

The adult supervisor with overall responsibility for the activity must hold **one of the following**:

A statement of attainment from a Registered Training Organisation (RTO) or governing sporting body covering:

- SISCAQU002 – Perform basic water rescues (previously SISACU202A) **and**
- HLTAID001 – Provide Cardio Pulmonary Resuscitation (previously HLT CPR211A) **and**
- HLTAID003 – Provide first aid (previously HLTF A311A)
- or equivalent units of competency.

(This may be 1 adult with multiple qualifications or multiple adults.)

And

A qualification in the supervision of recreational swimming in the specific activity environment and the ability to perform rescues in this environment, as determined by the Principal. For support in determining qualifications and competence refer to the Content – practical section on Royal Life Saving Society – Australia website.

## **(b) Supervision - Swimming in Pools**

A registered teacher must maintain overall responsibility for the activity. Any additional adult supervisors must work under the direct supervision of a registered teacher.

Adult supervisors of any swimming activity must:

- demonstrate competence (knowledge and skills) to recognise, prevent and respond to emergencies in, on and around the swimming pool
- hold current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ability to immediately identify and access personnel qualified in CPR and first aid
- demonstrate capacity to identify any person in difficulty within the activity context
- demonstrate capacity to identify an appropriate rescue procedure and undertake a rescue exercise at the facility or comparable aquatic environment including using appropriate rescue aids, for example, rope throw rescue, swim to the centre of the pool and retrieve a weighted object from the deepest part of the pool.

This may be 1 registered teacher with multiple qualifications or multiple adult supervisors.

Water safety and learn to swim activities (e.g. the Water Safety and Swimming Education program)

- One of the adult supervisors must hold a water safety and swimming teacher qualification from a registered training organisation (RTO) or governing sporting body, for example Get Active Queensland Accreditation Program (GAQAP).

Students less than 5 years old

- At least 2 adult supervisors that meet the Qualifications for supervisors (above) must be present for recovery and supervision roles.
- One of these adult supervisors must have a statement of attainment from an RTO or governing sporting body covering SISCAQU011 – Foster the development of infants and toddlers in an aquatic environment unit of competency or equivalent.

Students in Prep to Year 6

- At least 2 adult supervisors that meet the Qualifications for supervisors (above) must be present for recovery and supervision roles.

Students in Years 7–12

- One registered teacher that meets the Qualifications for supervisors (above) may be sufficient to fulfil both recovery and supervision roles provided students have been instructed to respond correctly in an emergency. In this situation, the students should clear the water, assemble in a safe area and provide adequate assistance, such as seeking adult help, summoning an ambulance and/or acting in a support role in resuscitation, if necessary.

Students with a medical condition or disability that may impact on safety in the water

- An adult supervisor with a statement of attainment from an RTO or governing sporting body covering SISCAQU012 – Assist participants with a disability during aquatic

activities unit of competency or equivalent must be present. Consultation with parents is recommended to determine the impact of students' disability on safety in the water.

#### Swimming coaching, training and/or squad activities

- A registered teacher with competence (knowledge and skills) in the coaching of swimming, demonstrated through knowledge of the activity and the associated hazards; and previous involvement, a qualification or demonstrated ability to undertake the activity  
or
- an adult other than a registered teacher with a statement of attainment from an RTO or governing sporting body covering the SISSSWM301A – Teach the competitive strokes of swimming unit of competency or equivalent. This unit of competency may be undertaken through GAQAP.

#### **(c) Supervision – Triathlons**

A registered teacher with competence (knowledge and skills) in triathlons, with current first aid and cardiopulmonary resuscitation (CPR) qualifications

and either

- development coach accreditation from Triathlon Australia for coaching of all disciplines and supervision of triathlon events  
or
- specific qualifications as for each of the 3 disciplines for example, National Coaching Accreditation Scheme Level 1 Cycle Coach (Road and Track)  
or
- club/community level coach accreditation for national sporting and state sporting organisation programs (e.g. TRYstars) through sporting schools (for coaching of the program for which the accreditation applies). This course may be undertaken through the Get Active Queensland Accreditation Program (GAQAP)  
or
- equivalent qualifications as determined by the principal.

To conduct the swimming component there must be a water safety coordinator who holds a statement of attainment from a registered training organisation or governing sporting body covering:

- SISCAQU002 – Perform basic water rescues (previously SISACU202A)  
and
- HLTAID001 – Provide Cardio Pulmonary Resuscitation (previously HLT CPR211A)  
and
- HLTAID002 – Apply first aid (previously HLTAFA211A) **or equivalent units of competency.**

## Policy Review, Modification and Amendments



Citipointe Christian College

### DUTY OF CARE

Date	Section	Authorised By	Details
3/4/20	All	Compliance Officer	As this policy had not been reviewed since 2011, this review is extensive, with the policy being rewritten to bring it in line with legislative changes and Board and College Policy changes
3/4/20	All	Compliance Officer	College Policy 11.2.1 Duty of Care incorporated into to policy and Appendix
3/4/20	All	Compliance Officer	Paragraph numbering system updated in line with policy 2.1 Policies Framework
3/4/20	All	Compliance Officer	"Headmaster" replaced with "Principal"
3/4/20	1 Introduction	Compliance Officer	Creation of Introduction section in line with policy 2.1 Policies Framework. Section outlining connection of policy to Citipointe's Philosophy of Education and Citipointe's Christian Worldview.
3/4/20	2 Purpose	Compliance Officer	Addition paragraph outlining obligations
3/4/20	3 Scope of Policy	Compliance Officer	Creation of Scope of Policy section in line with policy 2.1 Policies Framework
3/4/20	4 Policy	Compliance Officer	Section rewritten to bring in to line with legislation, the Duty of Care Handbook (2018) Independent Schools Queensland and C
3/4/20	5 Process	Compliance Officer	Creation of Process section in line with policy 2.1 Policies Framework
3/4/20	6 Legislative Provisions and Relevant or Related Documentation	Compliance Officer	Creation of Legislative Provisions and Relevant or Related Documentation section to bring in line with policy 2.1 Policies Framework
3/4/20	Appendix 1	Compliance Officer	Creation of Appendix 1 incorporating aspects of College Policy 11.2.1