## Bushwalking

**Notes:**

* Where a [CARA activity guideline](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) exists for the activity and the minimum requirements outlined cannot be met the activity must be modified or alternative controls implemented to ensure an equivalent level of safety for staff, students and others involved.
* Where a CARA activity guideline does not exist, and when considering any other risks relevant to an activity, the [Curriculum activity risk planner](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) is to be used.

|  |
| --- |
| Activity Description:  This document relates to student participation in Bushwalking undertaken as a part of a school curriculum activity or program for a duration of two hours or more. ‘Bushwalking on easy, graded tracks’, is hiking through naturally occurring and or modified landscapes where the nearest built up area, or safe collecting feature, can be reached within one hour’s walk. In this document it relates to conducting walks on formed roads or class one or two tracks\* that are maintained on a regular basis and clearly signed. **Night Walk to Maizie Bay** |
| Teachers/Leaders: Mia Kitchener, Andrew Gill, Paul Kanters, Eric Cech, Cathy Capearn |
| Class groups: P to 12 |  |
| Start date: 07/02/2024  | End date: 09/12/2024 |

*Use this risk assessment matrix as a guide to assess the* [*inherent risk level*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx)*. Refer to the* [*Curriculum activity risk planner*](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) *for further details.*

|  |  |
| --- | --- |
| **Likelihood** | **Consequence** |
| 1 - Insignificant | 2 - Minor | 3 - Moderate | 4 - Major | 5 - Critical |
| 5 - Almost Certain | Medium | Medium | High | Extreme | Extreme |
| 4 - Likely | Low | Medium | High | High | Extreme |
| 3 - Possible | Low | Medium | High | High | High |
| 2 - Unlikely | Low | Low | Medium | Medium | High |
| 1 - Rare | Low | Low | Low | Low | Medium |

*Indicate the assessed risk level and undertake the actions required for that level of risk.*

| **Inherent risk level** | **Action required** |
| --- | --- |
| [ ]  | **Low** | Little chance of incident or injury | * Manage risk through regular planning processes.
 |
| [x]  | **Medium** | Some chance of an incident and injury requiring first aid | * Document risks and controls in regular planning documents.
* Manage risk through regular planning processes OR complete this *Curriculum Activity Risk Assessment*.
 |
| [ ]  | **High** | Likely chance of a significant incident and injury requiring medical treatment | * A *Curriculum Activity Risk Assessment* is required to be completed.
* Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity.
* Parent/carer consent is recommended.
* Once approved, activity details are to be entered into the [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx).
 |
| [ ]  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | * Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes.
* A *Curriculum Activity Risk Assessment* must be completed.
* Principal approval is required prior to conducting this activity.
* [Parent/carer](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) consent must be obtained for student participation.
* Once approved, activity details are to be entered into the [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx).
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**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions](http://ppr.det.qld.gov.au/education/management/Pages/School-Excursions.aspx) procedure for the Excursion planner template.

Planning considerations

*Incorporate the following factors when planning risk management strategies for this activity.*

**Which students will be involved?**

* The number of participants, size of student groups and students' capabilities is considered e.g. age, experience, competence, fitness, maturity.
* Any individual participant needs e.g. personalised learning, support provisions is considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

**Where will the students be?**

* The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
* The number of participants is 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.
* The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
* 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?**

* The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
* Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
* 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 that include, but not limited to, 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, are not shared between participants.

**What will the students be using?**

* Instruction in safety procedures and safe handling of equipment is provided.
* All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
* [Relevant department procedures and guidelines](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

**Who will be leading the activity?**

* A registered teacher will have 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 expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
* There are sufficient supervisors present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
* A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
* Supervisors are active in their supervision, visible and are readily identifiable to participants.
* Blue Card requirements are adhered to for all supervising leaders/volunteers.

[x]  **I have incorporated the above factors when planning my risk management strategies for this activity.**

[x]  **Additional activity-specific requirements for participants with specialised learning needs are provided in the Other Details box below.**

| Other Details: |
| --- |
| Walking poles available for students with mobility issuesKubota side-by-side utlity vehicle available for mobility issuesTorches required by students. KIEEC provides a limited amount of headlamps / torches |

*Where a* [*CARA activity guideline*](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) *exists, ensure the minimum requirements are met.*

*Check if relevant Codes of Practice/Guidelines exist for each activity.*

*Consider any other information relevant to the safety of staff and students when conducting this activity and document below.*

***Where a CARA activity guideline exists:***

[ ]  I have met the minimum requirements specified in the attached CARA activity guideline/s;

Mandatory/Special Requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical Hazards in the Curriculum template](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) and attach it to this risk assessment.

Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

| Provide information about any mandatory or special requirements for each activity that is to occur: |
| --- |
| N/A |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader. Several variables can affect this decision, including but not limited to: * outcomes of the risk management process
* the leaders’ experience
* participants’ expected capabilities (i.e. experience, competence, fitness)
* type, difficulties, distance and condition of trails, vehicle tracks or roads
* conditions (environment, weather)
* planned duration of the activity
* number of participants and optimum group size
* remoteness of the activity
* suitability and availability of equipment
* likelihood of leader becoming incapacitated or separated from participants.
 |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| There are currently 3 nationally recognised qualifications in bushwalking: 1. A certificate from an RTO for the completion of Nationally Recognised Training in a bushwalking skill set at or above the appropriate level, as explained in the Sport and Recreation Training Package (SIS10). 2. A qualification from an RTO at Certificate III, Certificate IV or Diploma level for the completion of Nationally Recognised Training for the full qualification with a noted specialisation for Bushwalking Guide at/or above the appropriate level. This specialisation must be printed on the certificate for it to have been attained. 3. Registration with the National Outdoor Leaders Registration Scheme (NOLRS) as a Bushwalking Guide at/or above the appropriate level. Registration must be current. *All risk levels*  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.  Nationally recognised qualifications in bushwalking: - A certificate from an Recognised Training Organisation (RTO) for the completion of nationally recognised training in a bushwalking skill set at or above the appropriate level, as explained in the Sport and Recreation Training Package (SIS10). - A qualification from an RTO at Certificate III, Certificate IV or Diploma level for the completion of Nationally Recognised Training for the full qualification with a noted specialisation for Bushwalking Guide at/or above the appropriate level. Note: This specialisation must be printed on the certificate for it to have been attained. - Equivalent qualification to ensure competence. Refer to Appendix 2 for specific information on supervisor qualifications for each risk level. Note: Competence is to be assessed annually, considering the outdoor environment that the activity is taking place in, to ensure currency and relevancy. Details about how the activity leader has demonstrated competence should be included in the ‘Other Details’ box of the CARA generic template or OneSchool module. Refer to the National Outdoor Recreation Training Package for further information on supervisor qualifications.KIEEC Staff hold the following qualifications: (plus some staff above and beyond these)1. SISOBWG201A Demonstrate bushwalking skills in a controlled environment
2. PUAOPE002B Operate communications systems and equipment
3. SISOBWG303A Guide bushwalks in a controlled environment
4. SISONAV201A Demonstrate navigation skills in a controlled environment
 |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| **6.1 Leader’s equipment**Small backpack in office to be carried by one staff member (KIEEC):The leader should have a first aid kit, communication equipment (VHF Radio and mobile phone)(including a whistle), and the following gear:• emergency response plan, process or procedure• participant medical/consent forms or synopsis• emergency communication equipment (e.g. mobilePhone details of nearest landline, radio, PLB • a first aid kit appropriate for the level of trainingcompleted, the location of the activity and the sizeof the group**6.2 Participant equipment**Personal equipment will differ depending on theconditions of the walk but **could** include:• clothing appropriate to the requirements of the routeand potential weather conditions with particularemphasis upon protection from the sun, wind, rain,cold, heat, insect bites and vegetation cuts• appropriate footwear enclosed. Wet shoes if intending to complete intertidal• participants personal items including medication (visiting staff to carry)• suitable and sufficient water carrying capability• small first aid kit• watch, compass and maps• insect repellent• torch• length of cord or rope.**6.3 Group equipment**Group equipment will differ depending on theexpected conditions of the walk and will be informedby the risk management plan, emergency strategy andactivity plan. All or some of the following equipmentshould be considered:• group first aid kit• additional matches or lighter• copy of emergency procedures includingtelephone numbers• spare maps in ziplock bag• space blanket• a signalling device.Spotlights |

Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards).

| Provide information about: * Hazards:
 | * Planned control measures:
 |
| --- | --- |
| **Heights/falling objects** 1. Trees/ branches

Adverse terrain | Do not allow students to climb treesConstantly monitor surroundings for slip, trip and fall hazardsHave suitable recovery or rescue equipment available. Track walked is a known track. All students are kept away from ledges• QPWS barriers in place at danger spots• Reminded about keeping to tracks prior to and during walks• Group stopped before risk areas and instructed about danger and given clear instructions where to walkAdult spotters present• Student reminded of danger• Walk don’t run policy• Reminded of danger during activity• Close supervision of potential risk takers\* KIEEC first aid and radios |
| **Environmental conditions** 1. Weather
2. Surrounds
3. Adverse terrain
4. Temperature/ exposure
5. Isolation (getting lost)
6. Plants (e.g. poisonous, stinging)
 | * Assess weather conditions before and during activity ( Temperature (heat), storms).
* Plan for alternative routes in case of emergent situations
* Obtain permission and relevant permits from landowners and land management agencies to enter their property. The requirements of permits must be adhered to.
* Ensure everyone has appropriate clothing for weather extremes (eg. Cold, heat, wet and dry).
* USO/BO to notify KIEEC staff of any forecast for thunderstorms for the area, or visual sighting of thunderstorm
* KIEEC teacher to cancel in the either event
* Ensure everyone has appropriate footwear.
* Recommend sun safe clothing
* Assess conditions and surrounds before expedition takes place.
* Have an effective communication system.
* Ensure that all leaders are familiar with the route card, the program, their role in the program and emergency procedures to be used.
* Instruct students in procedures to follow if they become lost.
* Provide supervision of the group through measures such as designating group roles, (e.g. leader, group member, tail end). Make regular checks on group numbers and ensure that contact between all group members is maintained.
* Manage hydration
* Manage hypothermia and take raincoats if raining
 |
| **Biological material** 1. Bodily fluids (e.g. blood, sweat, saliva)
 | Comply with HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions and Infection Control Guideline . Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious1. Have sufficient and suitable containment material (bandages etc.)
 |
| **Water** 1. Risk of drowning
2. Water quality
3. Creeks, rivers
4. Dams, ponds
 | Constantly monitor surroundings for creeks, water etc. Adhere to Guidelines for Managing Risks in Recreational Water if applicable. Adhere to Recreational Swimming Guidelines if applicable.  |
| **Animal bites/diseases** 1. Insects
2. Dangerous/ poisonous organisms (e.g. snakes or spiders)
 | Check for ticks and other parasites regularly. Ensure everyone wears shoes when swimming in creeks etc. KIEEC ControlsChildren informed about sandflies/mosquitoes prior to and on arrival• Instructed to bring preventative devices such as long pants, long sleeve shirts and repellent• KIEEC to provide repellentRepeated reminders throughout camp |
| **Students** 1. Special needs
2. High risk behaviours
3. Medical conditions
4. Student numbers
 | Obtain parental permission, including relevant medical information. 1. When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.)
2. Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.
3. Conduct appropriate lead-up activities. Slower at start, picking up pace.
4. Provide adequate adult supervision. (Consider maximum group size and adult: student ratio.)
5. Brief students about the nature and purpose of the activity, potential hazards and appropriate safety procedures, including those of the first aid officer.
 |
| **Physical exertion** 1. Strains and sprains
 | Review health, maturity, fitness, suitability and competency of participating students. Walking poles availableKubota ATV available for emergencies |
| Cramps  Exhaustion and fatigue  | Have appropriate lead-up activities. Start off slow. Constantly monitor students for fatigue and exhaustion. Establish resting stops where appropriate. 1. Instructed of dangers of dehydration on arrival
2. • Constantly reminded to drink water
3. • Water bottles required on walking activities away from centre

Water breaks – 30mins during activities |
| Humidity / Heat | Refer to EQ heat policy \*\*\*\*\*\* |
| Students losing direction | Students carry TorchesKIEEC to provide limited headlamps and torchesAdults split up amongst the groupGlo sticks may be used to mark tracks |

| Submitted by: |
| --- |
| Name: Paul Kanters | Position: Teacher |
| Email: pkant2@eq.edu.au |
| Signed: | Date: 03/2/24 |

| Approval *(only required for high or extreme risk activities)* |
| --- |
| X | Approved as submitted |
| By: Andrew Gill | Designation: Principal |
| Signed:  | Date: 03/2/24 |
| Once approved, activity details should be entered into the *School curriculum activity register*. | Reference No.       |

| Monitoring and Review *(to be completed during and/or after the activity.)* | **Yes** | **No** |
| --- | --- | --- |
| Have additional hazards been identified? |  | X |
| Were the control measures effective?  | [x]  |  |
| Are further or different actions required?  |  | [x]  |
| Details:       |

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