

## Curriculum activity risk assessment

# Bushwalking – tracked, easy untracked areas (controlled environments)

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## Activity scope

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 in tracked, easy untracked areas' (controlled environments) is hiking through naturally occurring and/or modified landscapes, where the nearest built up area or safe collecting feature is more than one hour's walk and less than two hours' walk, and is easily reached using basic navigation principles. In this document, it relates to conducting walks on class three or four tracks\*, formed trails or areas that:

- are reliably marked on maps
- are obvious on the ground
- are regularly inspected or are in areas where navigation is required along clearly defined/easily followed handrails or landscape features.

\* Refer to Glossary on last page for detailed information on track classification.



This activity does not refer to camping. If camping is required, refer to the relevant [camping risk assessment](#).

It is highly recommended that the [Queensland Adventure Activity Standards](#) are referred to when planning this activity.

## Risk level

This document is a guideline, the actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?

Risk level		Action required/approval
<input type="checkbox"/>	Medium	<input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental permission.

Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No. of students (approx.):
Class groups:		Supervision ratio (approx.):

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision	
<p>Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. <a href="#">Blue Card</a> requirements <b>must</b> be adhered to.</p>	
<input type="checkbox"/> Registered teacher with minimum qualifications as outlined below <b>OR</b> <input type="checkbox"/> An adult with minimum qualifications as outlined below, in the presence of a registered teacher.	
<p>When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgment may dictate smaller or larger numbers of participants per leader. Several variables can affect this decision, including but not limited to:</p> <ul style="list-style-type: none"> <li>• outcomes of the risk management process</li> <li>• the leaders' experience</li> <li>• participants' expected capabilities (i.e. experience, competence, fitness)</li> <li>• type, difficulties, distance and condition of trails, vehicle tracks or roads</li> <li>• conditions (environment, weather)</li> <li>• planned duration of the activity</li> <li>• number of participants and optimum group size</li> <li>• remoteness of the activity</li> <li>• suitability and availability of equipment</li> <li>• likelihood of leader becoming incapacitated or separated from participants.</li> </ul>	
Further information:	

## Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed. If 'No' is ticked, provide further information.*

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel  
**OR**
- Remote area first aid if operating more than one hour away from emergency services.
- [Blue Card](#) requirements met.
- Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements (including familiarity with the environment, map coverage of the area and emergency procedures by all adult participants) of the specific circumstances being addressed.

### For a registered teacher:

- A statement of attainment from a registered training organisation covering the following units of competence [or equivalent](#):
  - SISOODR303A/SROODR005A Guide outdoor recreation sessions
  - SISOBWG201A Demonstrate bushwalking skills in a controlled environment
  - SISONAV201A Demonstrate navigation skills in a controlled environment
  - SISOOPS306A Interpret weather conditions in the field**OR**
- A statement of attainment for a nationally recognised course, at bushwalking guide, tracked or easy untracked areas or controlled environments level from a Registered Training Organisation  
**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher with specialisation in the appropriate activity  
**OR**
- Registered leader of bushwalking (guide, tracked or easy untracked areas) or (guide controlled environments) from the [National Outdoor Leader Registration Scheme](#) (NOLRS)  
**OR**
- Competence (demonstrated ability/experience) to undertake the activity.  
A teacher could demonstrate a reasonable level of competence by two or more of the following:
  - knowledge of the activity and the associated hazards and risks
  - experience (i.e. previous involvement) in undertaking the activity
  - demonstrated ability and/or expertise to undertake the activity
  - possession of qualifications related to the activity.

### For a leader other than a registered teacher:

- A statement of attainment for a nationally recognised course, at bushwalking guide, tracked or easy untracked areas, or controlled environments level from a Registered Training Organisation  
**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher with specialisation in the appropriate activity  
**OR**
- Registered leader of bushwalking (guide, tracked or easy untracked areas) or (guide controlled environments) from NOLRS.

## Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed. If 'No' is ticked, provide further information.

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
<p>Communication system</p> <p>Electronic and other equipment that can be damaged by water is to be carried in water resistant containers. Leaders are responsible for determining the equipment to be carried by all participants. The following communication equipment should be carried as appropriate for the activity and area of operation:</p> <p><input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone</p> <p><input type="checkbox"/> satellite phone/UHF radio <input type="checkbox"/> PLB (personal locator beacon)</p> <p>Other:</p>		
Sun safety equipment (hat, sunscreen, shirt, etc)	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient drinking water: students should have individual drinking containers, and each student should be carrying two–three litres of water per day	<input type="checkbox"/>	<input type="checkbox"/>
Insect repellent	<input type="checkbox"/>	<input type="checkbox"/>
Adequate food supplies: when planning for activities, have sufficient supplies for 24 hours more than the initial planned duration	<input type="checkbox"/>	<input type="checkbox"/>
<p>The first aid officer should have:</p> <p><input type="checkbox"/> a first aid kit suitable for the activity</p> <p><input type="checkbox"/> a medical alert list collated from information on medical consent forms before departure</p> <p><input type="checkbox"/> a first aid register, accident and illness reports</p> <p><input type="checkbox"/> procedures for administering student medication</p> <p><input type="checkbox"/> a communication procedure for external assistance if required.</p>		
<p>Students should have:</p> <p><input type="checkbox"/> personal food and water (including emergency rations)</p> <p><input type="checkbox"/> protective clothing (long sleeve shirt and pants, suitable shoes)</p> <p><input type="checkbox"/> insect repellent</p> <p><input type="checkbox"/> personal hygiene items</p> <p><input type="checkbox"/> a whistle</p> <p><input type="checkbox"/> a plastic bag for rubbish</p> <p><input type="checkbox"/> a personal first aid kit.</p>		

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
<p>A route card should be left with a responsible adult not involved in the activity, e.g. local police, park ranger or Principal. The card should include:</p> <p><input type="checkbox"/> an outline of the route to be followed</p> <p><input type="checkbox"/> the number and names of party</p> <p><input type="checkbox"/> the estimated time of departure and arrival of the party</p> <p><input type="checkbox"/> a contact person (e.g. principal) in the case of emergency</p> <p><input type="checkbox"/> alternative routes/tracks.</p>		
Permission and/or relevant permits from landowners and land-management agencies to enter their property. Adhere to all permit requirements.	<input type="checkbox"/>	<input type="checkbox"/>
Emergency management plan	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

## Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
<p><b>Animal bites/diseases</b></p> <ul style="list-style-type: none"> <li>• Insects</li> <li>• Dangerous/poisonous organisms (e.g. snakes and spiders)</li> </ul>	<ul style="list-style-type: none"> <li>• Check for ticks and other parasites regularly.</li> <li>• Ensure everyone has long-sleeved shirts/pants.</li> <li>• Ensure everyone wears shoes when swimming in creeks etc.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	





Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>Brief students about the nature and purpose of the activity, potential hazards and appropriate safety procedures, including those of the first aid officer.</li> <li>Jewellery can be a serious hazard when undertaking many activities. All forms of jewellery should be considered in terms of the risk it presents for each activity. Procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery accordingly.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Water</b> <ul style="list-style-type: none"> <li>Risk of drowning</li> <li>Water quality</li> <li>Creeks, rivers</li> <li>Dams, ponds</li> </ul>	<ul style="list-style-type: none"> <li>Adhere to <a href="#">Recreational Swimming Guidelines</a> if applicable.</li> <li>Adhere to <a href="#">Guidelines for Managing Risk in Recreational Water</a> if applicable.</li> <li>Constantly monitor surroundings for creeks, water etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

### Additional control measures

*These would relate to the specific student needs, location and conditions in which you are conducting your activity.*

Hazards/risks	Control measures

<b>Submitted by:</b>	<b>Date:</b>
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

## Important links

- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HLS-PR-005: Health and Safety incident recording and notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- Guidelines For Managing Risks in Recreational Water  
[http://www.nhmrc.gov.au/files\\_nhmrc/file/publications/synopses/eh38.pdf](http://www.nhmrc.gov.au/files_nhmrc/file/publications/synopses/eh38.pdf)
- National Outdoor Leader Registration Scheme  
[http://www.qorf.org.au/01\\_cms/details.asp?ID=353](http://www.qorf.org.au/01_cms/details.asp?ID=353)
- Queensland Adventure Activity Standards  
[http://www.qorf.org.au/01\\_cms/details.asp?ID=1048](http://www.qorf.org.au/01_cms/details.asp?ID=1048)
- Recreational Swimming Guidelines  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/swimmingrec.pdf>
- Classification of Walking Tracks  
<http://www.outdoorswa.org/files/Bushwalking%20Levels%20&%20Assessment%20Requirements.pdf>

## Glossary and other information

### Summary of the [Australian Standard](#)<sup>TM</sup> **Walking Tracks Part One: Classification and Signage (AS 2156.1—2001)**<sub>3</sub>

#### **CLASS 3**

Opportunity for visitors to walk in slightly modified natural environments requiring a moderate level of fitness and where the provision of interpretation and facilities is not common. Users can expect opportunities to observe and appreciate the natural environment with limited provision of interpretive signage. Users can expect occasional encounters with others.

#### **Elements for classification**

##### ***Gradient***

May exceed 1:10 for short sections but generally no steeper than 1:10. Steps may be common.

##### ***Infrastructure***

Facilities generally not provided, except for specific safety and environmental considerations.

##### ***Signage***

Signs and track markers may be used for direction. Limited signage for management and interpretation purposes.

##### ***Terrain***

Users need no bushwalking experience and a minimum level of specialised skills. Users may encounter natural hazards such as steep slopes, unstable surfaces and minor water crossings. They are responsible for their own safety.

##### ***Track conditions***

Generally a modified surface, sections may be hardened; width variable and generally less than 1200 mm; kept mostly clear of intrusions and obstacles

##### ***Weather***

Storms may affect navigation and safety.

**Management intervention** is moderate with built elements inspected and maintained regularly. Any built facilities will be managed for public risk (inspection interval is six months or less). Track details will generally be shown on local maps and brochures.

#### **CLASS 4**

Opportunity for visitors to explore and discover relatively undisturbed natural environments along defined and distinct tracks with minimal (if any) facilities. Users can expect opportunities to observe and appreciate the natural environment without provision of interpretive signage. Users can expect opportunities for solitude with few encounters with others.

#### **Elements for classification**

##### ***Gradient***

Limited to environmental and maintenance considerations.

##### ***Infrastructure***

Facilities generally not provided except for specific safety and environmental considerations.

##### ***Signage***

Minimal signage for management and directional purposes.

**Terrain**

Users require a moderate level of specialised skills such as navigation skills. Users may require maps and navigation equipment to successfully complete the track. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards.

**Track conditions**

Generally distinct without major modification to the ground; Encounters with fallen debris and other obstacles are likely.

**Weather**

Storms and severe weather may affect navigation and safety.

**Management intervention** is low to moderate, with tracks inspected on a regular basis and after major natural events such as cyclones or fires. Any built facilities are managed for public risk (inspection interval six to twelve months). Track details may be shown on local maps and brochures.

**Further information**

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012: Managing Risks in School Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Management Guidelines](#).

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.