

Curriculum activity risk assessment

Orienteering, Bushland

clever • skilled • creative

Activity scope

This document relates to student participation in Orienteering in a Bushland setting as a curriculum activity.

A bushland setting is one that is natural, generally unmodified with little, poorly-defined or no containment features.

Orienteering is an activity in which participants navigate their way through an area using a map and compass. The aim is to find a series of control markers at natural and man-made features located on the map. Students can treat orienteering as a race to test their navigational skill or simply as a recreational activity in the bush.



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

Inherent risk level		Action required/approval
<input type="checkbox"/>	High	Likely chance of a serious incident and injury requiring medical treatment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> is required to be completed. <input checked="" type="checkbox"/> Principal or head of program (e.g. DP, HOD, HOSES) approval prior to conducting this activity is required. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>. <input checked="" type="checkbox"/> Obtaining parental permission is recommended.

Teachers/leaders:

Activity description:

Start date:

Finish date:

No. of students (approx):

Class groups:

Supervision ratio (approx):



Queensland Government

Uncontrolled copy. Refer to *HLS-PR-012: Managing Risks in School Curriculum Activities* at <http://education.qld.gov.au/strategic/eppr/health/hlspr012/> for master.

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Navigation with compass, File #: 2937485
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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

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. [Blue Card](#) requirements **must** be adhered to.

Registered teacher with minimum qualifications as outlined below

OR

An adult with minimum qualifications as outlined below, in the presence of a registered teacher.

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:

- 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.

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.

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, emergency procedures by all adult participants) of the specific circumstances being addressed.

Level One coaching qualifications from [Orienteering Australia](#) or [Orienteering Queensland](#).

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid <ul style="list-style-type: none"> • nominated first aid officer • first aid kit suitable for the activity • medical alert list collated from information on medical consent forms before departure • first aid register, accident and illness reports • procedures for administering student medication. 	<input type="checkbox"/>	<input type="checkbox"/>
Communication system 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: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input type="checkbox"/> phone-line at location <input type="checkbox"/> UHF radio Other: </div> <div style="width: 45%;"> <input type="checkbox"/> mobile phone <input type="checkbox"/> satellite phone </div> </div>		
Sun safety equipment (hat, sunscreen, long-sleeved shirt, etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Orienteering compass, map (large-scale, e.g. 1:15000; 1:7500), emergency whistle, watch	<input type="checkbox"/>	<input type="checkbox"/>
Suitable clothing and footwear	<input type="checkbox"/>	<input type="checkbox"/>
Emergency management plan	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
A copy of all courses to be used on the day to be kept by the teacher in charge of the activity	<input type="checkbox"/>	<input type="checkbox"/>
Further information: <div style="border: 1px solid black; height: 300px; margin-top: 10px;"></div>		

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See Orienteering Australia . Have these been considered during the planning of this activity?	<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
Animal bites/diseases <ul style="list-style-type: none"> • Insects • Dangerous/poisonous organisms (e.g. snakes and spiders) 	<ul style="list-style-type: none"> • Ensure students have access to insect repellent. • Ensure students have long-sleeved shirts, and pants with gaiters. • Ensure students wear shoes when crossing creeks, etc. • Brief students on basic snakebite treatment. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Biological material <ul style="list-style-type: none"> • Bodily fluids (e.g. blood, sweat, saliva) 	<ul style="list-style-type: none"> • 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 infectious. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> Have sufficient and suitable containment material (bandages, etc) readily available. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> Weather Surrounds Temperature Isolation (e.g. getting lost) Plants (e.g. poisonous, stinging) 	<ul style="list-style-type: none"> Ensure that all start times are recorded and that all students report in to the finish, even if they have not completed their course. Ensure that students are briefed on safety bearings and the time they must return. Ensure that students are briefed on what to do if they become lost or injured. Assess weather conditions before and during activity (e.g. temperature, storms). Ensure that students bring appropriate clothing and footwear for all weather extremes (e.g. cold, heat, wet and dry). Consider hazards associated with types of fencing materials, gates and other infrastructure (e.g. barbed wire, star pickets, electrified fencing, rough timber, uneven terrain) and the risk of students being injured by these materials and conditions. 	<input type="checkbox"/>	<input type="checkbox"/>	
Heights/falling objects <ul style="list-style-type: none"> Cliffs, ledges and rock faces 	<ul style="list-style-type: none"> Avoid setting controls at the top of cliffs or other steep slopes. Constantly monitor surroundings for slip, trip and fall hazards. Be aware of hazards when setting courses. Survey the area to update the map where necessary. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical exertion <ul style="list-style-type: none"> Strains and sprains Cramps Exhaustion and fatigue 	<ul style="list-style-type: none"> Have appropriate warm-up and warm-down activities. Ensure the suitability and competency of students participating in the activity. Constantly monitor students for fatigue and exhaustion. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> • Follow a program of graded development in: <ul style="list-style-type: none"> ○ map and compass work ○ basic physical fitness ○ skills of the activity (such as bushwalking, canoeing, sailing, bicycling and pony trekking). 	<input type="checkbox"/>	<input type="checkbox"/>	
Water <ul style="list-style-type: none"> • Risk of drowning • Water quality • Creeks, rivers • Dams, ponds 	<ul style="list-style-type: none"> • Constantly monitor surroundings for deep creeks, water, etc. • Avoid setting courses that cross dangerous/deep water. 	<input type="checkbox"/>	<input type="checkbox"/>	
Students <ul style="list-style-type: none"> • Special needs • High risk behaviours • Medical conditions • Student numbers 	<ul style="list-style-type: none"> • Obtain parental permission, including relevant medical information. • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin®, Epipen®, etc). • Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Include instruction to participants regarding: <ul style="list-style-type: none"> ○ predetermined safety bearings ○ the need for students to proceed to a major feature if lost ○ use of the emergency whistle ○ the set finishing time and the requirement to return at that time, whether or not they have completed the course. • Ensure there is adequate adult supervision. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> 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. 	<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

Submitted by:	Date:
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.

Monitor and review <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/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety incident recording, notification and management
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- Orienteering Australia
<http://www.orienteering.asn.au/>
- Orienteering Queensland
[Orienteering Queensland](#)

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.