

Curriculum activity risk assessment

Orienteering, Parkland

clever • skilled • creative

Activity scope

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

A parkland setting is one that is modified, semi-natural or managed with clearly defined 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.



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?

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

Teachers/leaders:

Activity description:

Start date:

Finish date:

No. of students (approx.):

Class groups:

Supervision ratio (approx.):



Queensland Government

Date Modified: 28 November 2011
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Uncontrolled copy. Refer to HLS-PR-012: *Managing Risks in School Curriculum Activities* at <http://education.qld.gov.au/strategic/epr/health/hlspr012/> for master.

Compass, File #: 2852449
iStockphoto © Michael Riccio

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. Other supervisors should be selected from those most suitable for this particular activity. Before they depart, the supervisors should be informed of their role, potential hazards and precautions to be taken. [Blue Card](#) requirements **must** be adhered to.

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:

- nature of the activity conducted
- outcomes of the risk management process
- the leaders' experience
- participants' expected capabilities (i.e. experience, competence, fitness)
- conditions (environment, weather)
- planned duration of the activity
- number of participants and optimum group size
- remoteness of the activity
- suitability and availability of equipment.

Two adults including:

- a registered teacher
- an adult with minimum qualifications as outlined below.

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 0 coaching qualifications from [Orienteering Australia](#) or [Orienteering Queensland](#)

OR

A registered teacher with competence (demonstrated ability/experience to undertake the activity) in the teaching of orienteering.

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.

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"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> satellite phone/UHF radio <input type="checkbox"/> student/adult messenger <input type="checkbox"/> emergency whistle Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
First aid <input type="checkbox"/> nominated first aid officer <input type="checkbox"/> first aid kit suitable for the activity <input type="checkbox"/> medical alert list collated from information on medical consent forms before departure <input type="checkbox"/> first aid register, accident and illness reports <input type="checkbox"/> procedures for administering student medication.		
Orienteering compass, map (large-scale, e.g. 1:15000; 1:7500), 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:		

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
Biological material <ul style="list-style-type: none"> • Body fluids (e.g. blood, saliva, sweat) 	<ul style="list-style-type: none"> • Have sufficient and suitable containment material (bandages etc.) readily available. • Ensure that students do not share personal equipment such as towels and drink bottles. • 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"/> <input type="checkbox"/>	<input type="checkbox"/> <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"> • Note that all start times must be recorded and all students should report in at the finish, even if they have not completed their course. • Brief students on safety bearings and the time they must return. • Brief students on what action to take if they become lost or injured. • Assess weather conditions before and during activity (e.g. temperature, storms). 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <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/index.html>
- Infection Control Guideline
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/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
<http://www.oq.asn.au/>
- Orienteering Queensland – coaching accredited courses
http://www.oq.asn.au/index.php?option=com_content&task=view&id=59&Itemid=97

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.