

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 01-Apr-2021			
Activity:	Bushwalking		
Activity Scope:	This guideline relates to student participation in bushwalking as a curriculum activity. It covers walking in mainly natural areas for a period of less than one hour's walking to an extended period that may require overnight camping for more than two days.		
Guidelines:	https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines		
Activity Description:	Springbrook Bushwalk- Students are taken to visit Best of All Lookout (800m and 30 minutes grade 2 track) and complete the Twin Falls Circuit (4 km or 2.5hrs, grade 3 track) in Springbrook National Park. The geological and biological features are pointed out whilst walking in this pristine environment.		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Easy graded tracks; easy untracked areas		
Start Date:	Friday, 09 April, 2021	End Date:	Wednesday, 09 April, 2025
On School Grounds:	No	Is parental permission required for this activity?	Yes

Mandatory/Special Requirements

<p>Age, size, ability and maturity of students must be considered when determining suitability to undertake physical activities</p> <p>Refer to Queensland Adventure Activity Standards and the Rural Fire Service when planning this activity.</p> <p>Depending on the scope of this activity, other risk assessments may be required when planning. Refer to other Outdoor recreation and Sport activity guidelines as appropriate.</p> <p>Adhere to Guidelines for Managing Risks in Recreational Water if applicable.</p>	
I have incorporated the above factors when planning my risk management strategies for this activity.	<input checked="" type="checkbox"/>

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Risk Management Details

Supervision Requirements	
Designated group roles (e.g. leader, group member, first aid officer, tail end).	<input checked="" type="checkbox"/>
A management plan for the administering of prescription medications (e.g. asthma puffer) to students.	<input type="checkbox"/>
Leaders who are familiar with the intended route, the program, sources of drinking water, their role in the program and emergency procedures to be used.	<input checked="" type="checkbox"/>
Regular checks on group numbers to ensure that contact between all group members is maintained.	<input checked="" type="checkbox"/>
An appointed non-participating contact as part of the emergency management plan for Class 4, 5 or 6 tracks, remote bushwalks and/or overnight bushwalks.	<input type="checkbox"/>
Consult the Planning Considerations section as outlined in the CARA generic template .	<input type="checkbox"/>
Supervision requirements determined as part of booking process. Visiting school to identify and provide additional supervision for identified students as required.	

Qualification Requirements	
The minimum qualification requirements as outlined in the activity guideline have been met.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
Easy Graded Tracked Areas	
A registered teacher with competence (knowledge and skills) in the bushwalking activity to be undertaken.	<input checked="" type="checkbox"/>
OR	
An adult other than a teacher with a statement of attainment from an Registered Training Organisation (RTO) covering SISOODR303A/SROODR005A Guide outdoor recreation sessions, working under established safety procedures and the direct supervision of a registered teacher.	<input checked="" type="checkbox"/>
OR	
An adult leader other than a teacher with a nationally recognised qualification as a "Bushwalking Guide", working under established safety procedures and the direct supervision of a registered teacher.	<input checked="" type="checkbox"/>
Tracked and/or Easy Untracked Area	
A registered teacher with competence (knowledge and skills) in the bushwalking activity to be undertaken.	<input checked="" type="checkbox"/>

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OR	
An adult other than a teacher (working under established safety procedures and the direct supervision of a registered teacher) with a statement of attainment from an Registered Training Organisation (RTO) covering the following units of competence or equivalent: <ul style="list-style-type: none"> SISOODR303A/SROODR005A Guide outdoor recreation sessions; SISOBWG201A/ SROBWG001A Demonstrate bushwalking skills in a controlled environment; and SISONAV201A/ SRONAV001B Demonstrate navigation skills in a controlled environment. 	<input checked="" type="checkbox"/>
OR	
An adult leader other than a teacher with a nationally recognised qualification as a “Bushwalking Guide”, at or above level 2, working under established safety procedures and the direct supervision of a registered teacher.	<input checked="" type="checkbox"/>
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. Refer to the National Outdoor Recreation Training Package for further information on supervisor qualifications.	

Equipment/Facility Requirements

Permission and/or relevant permits from landowners and land-management agencies to enter their property. Adhere to the requirements of permits.	<input type="checkbox"/>
An emergency management plan to account for the range of possible causes and responsibilities of leaders and participants.	<input checked="" type="checkbox"/>
An appointed first aid officer with: <ul style="list-style-type: none"> a first aid kit suitable for the activity and the experience to use it effectively; a medical alert list collated from information on medical consent forms before departure and to be carried at all times; a first aid register, accident and illness reports; procedures for administering student medication; and a communication procedure for external assistance if required. 	<input checked="" type="checkbox"/>
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: <ul style="list-style-type: none"> an outline of the route to be followed; the number and names of the party; the estimated time of departure and estimated time of arrival of the party; a contact person (e.g. principal) in the case of emergency; and alternative emergency routes/tracks. 	<input type="checkbox"/>
Effective communication system including a communication device that will work in the relevant conditions (e.g. two-way radio, mobile phone). Note that battery life can be impacted by weather conditions.	<input checked="" type="checkbox"/>
Waterproof containers for all electronic and other equipment that can be damaged by water.	<input type="checkbox"/>

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<p>Personal equipment for all participants including (but not limited to):</p> <ul style="list-style-type: none"> individual drinking containers with each student carrying 2 – 3 litres of water for each day; personal food supplies in excess of the requirements of the planned walk, including emergency rations for 24 hours more than the initial planned duration; protective clothing (long-sleeved shirt and pants for all weather extremes, wind and rain jacket, suitable shoes and suitable footwear for swimming in creeks, if appropriate); insect repellent, sunscreen and personal hygiene items as necessary; toileting equipment (if applicable); and a plastic (or reusable) bag for rubbish. <p>Note that activity leaders are responsible for determining the equipment to be carried by all participants.</p>	<input type="checkbox"/>
Adhere to Guidelines for Managing Risks in Recreational Water if applicable.	<input type="checkbox"/>
Visiting staff member to provide & carry medical forms, or summary thereof, at all times.	

Hazards and Control Measures	
Biological material	
Brief all participants about the nature and purpose of the activity, potential hazards (e.g. thorned flora, steep slopes, wild pigs) and appropriate safety procedures, including those of the first aid officer.	<input checked="" type="checkbox"/>
Brief all participants on basic first aid procedures for biological hazards they may encounter (e.g. ticks, leeches).	<input type="checkbox"/>
Brief all participants on appropriate toileting procedures for the duration of the walk.	<input type="checkbox"/>
Environmental conditions	
Assess the weather conditions and the conditions of the terrain before the bushwalk takes place, identify potential dangers (e.g. fire or flash flooding susceptibility and potential flying items during strong winds) and suitable emergency procedures developed.	<input checked="" type="checkbox"/>
Consider the geography when planning the route, to avoid walking along cliff edges (slipping hazard) and below cliff faces (falling rocks).	<input type="checkbox"/>
Plan and ensure all supervisors and students are prepared for a range of emergencies (e.g. lost member of a group, medical emergency, equipment failure, storm).	<input type="checkbox"/>
Plan alternative routes in case of emergency situations (e.g. bushfire, thunderstorm, extreme temperature, king tide).	<input type="checkbox"/>
Constantly monitor surroundings for weather, terrain and wildlife hazards during the bushwalk.	<input checked="" type="checkbox"/>
Adjust and enact emergency procedures accordingly to prevent catastrophic consequences.	<input checked="" type="checkbox"/>

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Ensure that minimal environmental impact message is conveyed (e.g waste disposal, trampling vegetation).	<input type="checkbox"/>
Equipment	
Ensure students are aware of the location of emergency and first-aid equipment.	<input type="checkbox"/>
Consider any recovery/rescue equipment that may be necessary depending on the location (e.g. emergency position-indicating radio beacon (EPIRB), satellite emergency notification device, flares).	<input checked="" type="checkbox"/>
Ensure suitable communication is available and in working order. Consider mobile phone network access, battery and waterproof casing.	<input checked="" type="checkbox"/>
Carry electronic and other equipment that can be damaged by water in water resistant containers.	<input type="checkbox"/>
Ensure clothing appropriate to the activity is worn by all participants and includes appropriate clothing for all weather extremes (e.g. sturdy walking shoes, sun protection when in open areas, shoes when swimming in creeks).	<input type="checkbox"/>
Physical exertion	
Conduct appropriate lead-up activities.	<input type="checkbox"/>
Ensure participants are able to easily carry the overall backpack weight.	<input type="checkbox"/>
Establish resting stops, considering the age and fitness level of students.	<input checked="" type="checkbox"/>
Adopt a system of signals to clearly communicate the need for assistance if in difficulty.	<input type="checkbox"/>
Student considerations	
Review health, maturity, fitness, suitability and competency of participating students.	<input checked="" type="checkbox"/>
Record individual student medical conditions and brief staff on any student health plans.	<input type="checkbox"/>
Ensure all leaders are familiar with the route to be taken, the program, their role in the program and emergency procedures to be used.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
Brief all participants on appropriate behaviours to help keep themselves safe on the bushwalk (e.g. stick to the path, maintain a reasonable walking speed).	<input checked="" type="checkbox"/>

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Brief all participants on the procedure to be followed should a participant become separated or lost from the group.



Vising staff to provide and carry medical form , or summary thereof, for all students and relevant medical management plans.

Planning Considerations

Which students will be involved?

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

Where will the students be?

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students 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.
- 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?

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- 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 e.g. 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, will not be shared between students.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [Relevant department procedures and guidelines](#) are adhered to for the use of equipment and work processes.

Who will be leading the activity?

- A registered teacher has 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 competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

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<input checked="" type="checkbox"/> I have incorporated the above factors when planning my risk management strategies for this activity.
<input checked="" type="checkbox"/> Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.
Visiting school to provide extra supervision for, and liaise with centre staff around specific requirements of, students as deemed necessary.