

# Curriculum activity risk assessment

## Bushwalking, Easy/Graded Tracked Areas

clever • skilled • creative

### Activity scope

This document relates to student participation in Bushwalking undertaken as a part of a school curriculum activity or program of two hours' duration 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.

It 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.

\* Refer to Glossary on [page 12](#) for detailed information on track classification.



### 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?

Inherent risk level		Action required/approval
<input type="checkbox"/>	<b>Medium</b>	Some chance of an incident and injuring requiring first aid.
		<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):

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**
- 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            Guide outdoor recreation sessions  
**OR**  
SROODR005A            Guide outdoor recreation sessions **AND**  
SROODR001A            Apply basic outdoor recreation logistics  
**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher with specialisations in appropriate activity  
**OR**
- A statement of attainment for a nationally recognised course, at restricted bushwalking guide level from a Registered Training Organisation (RTO)  
**OR**
- Registered leader of bushwalking (restricted guide) from the [National Outdoor Leader Registration Scheme \(NOLRS\)](#)  
**OR**
- Competence (demonstrated ability/experience to undertake the activity) in the teaching of 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 restricted bushwalking guide level from an RTO  
**OR**
- Certificate III in Sport, Outdoor or Community Recreation or higher with specialisations in the appropriate activity  
**OR**
- Registered leader of bushwalking (restricted guide) from NOLRS.

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                      <input type="checkbox"/> student/adult messenger  <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  <input type="checkbox"/> a medical alert list collated from information on medical consent forms before departure  <input type="checkbox"/> a first aid register, accident and illness reports  <input type="checkbox"/> procedures for administering student medication  <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)  <input type="checkbox"/> protective clothing (long sleeved shirt and pants, suitable shoes)  <input type="checkbox"/> personal hygiene items  <input type="checkbox"/> a whistle  <input type="checkbox"/> a plastic bag for rubbish  <input type="checkbox"/> a personal first aid kit. </p>		
<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  <input type="checkbox"/> the number and names of party  <input type="checkbox"/> the estimated time of departure and estimated time of arrival of the party  <input type="checkbox"/> a contact person (e.g. principal) in the case of emergency  <input type="checkbox"/> alternative routes/tracks. </p>		
Obtain permission and/or relevant permits from landowners and land-management agencies to enter their property. The requirements of permits <b>must</b> be adhered to.	<input type="checkbox"/>	<input type="checkbox"/>
Emergency management plan	<input type="checkbox"/>	<input type="checkbox"/>

**Minimum equipment/facilities** *If 'No' is ticked, provide further information.*

Further information:

**Governing bodies/associations** *If 'No' is ticked, provide further information.*

Yes

No

Guidelines/codes of practice are established by the [Queensland Outdoor Recreation Federation](#) (QORF) for this activity.

Have these been considered during the planning of this activity?

Further information:



Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> <li>• Ensure that all leaders are familiar with the route card, the program, their role in the program and emergency procedures to be used.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Heights/falling objects</b> <ul style="list-style-type: none"> <li>• Cliffs, ledges and rock faces</li> <li>• Trees/branches</li> <li>• Adverse terrain</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid trails near cliffs where possible.</li> <li>• Do not allow students to climb trees.</li> <li>• Constantly monitor surroundings for slip, trip and fall hazards.</li> <li>• Have suitable recovery or rescue equipment available.</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 Risks in Recreational Water</a> if applicable.</li> <li>• Constantly monitor surroundings for creeks, water etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Animal bites/diseases</b> <ul style="list-style-type: none"> <li>• Insects</li> <li>• Dangerous/poisonous organisms (e.g. snakes or spiders)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure everyone wears shoes when swimming in creeks, etc.</li> <li>• Check for ticks and other parasites regularly.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
<b>Students</b> <ul style="list-style-type: none"> <li>• Special needs</li> <li>• High risk behaviours</li> <li>• Medical conditions</li> <li>• Student numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain parental permission, including relevant medical information.</li> <li>• When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin®, EpiPen®, etc).</li> <li>• Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>• Provide adequate adult supervision (consider maximum group size and adult: student ratio).</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"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>• Strains and sprains</li> <li>• Cramps</li> <li>• Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Review health, maturity, fitness, suitability and competency of participating students.</li> <li>• Constantly monitor students for fatigue and exhaustion.</li> <li>• Conduct appropriate lead-up activities.</li> <li>• Establish resting stops where appropriate.</li> </ul>	<input type="checkbox"/>  <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

<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: 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, notification and management  
<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/>
- Classification of Walking Tracks  
<http://www.outdoorswa.org/files/Bushwalking%20Levels%20&%20Assessment%20Requirements.pdf>
- 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.nolrs.com.au/>
- Queensland Adventure Activity Standards  
<http://www.qorf.org.au/01/cms/details.asp?ID=1048>
- Queensland Outdoor Recreation Federation  
<http://www.qorf.org.au/default.asp>
- Recreational Swimming Guidelines  
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/swimmingrec.pdf>
- Training.gov.au  
<http://training.gov.au/>

# Glossary and other information

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

### Class One

Opportunity for large numbers of visitors, including those with reduced mobility, to undertake walks that are provided with a high level of interpretation and facilities. Users can expect abundant opportunities to learn about the natural environment through interpretive signs or brochures. Users can expect frequent encounters with others.

#### Elements for classification

**Track conditions:**

Generally a broad, hard-surfaced track suitable for wheelchair use; Width: 1200 mm or more; well maintained with minimal intrusions.

**Gradient:**

Grades in accordance with the AS 1428 series; Steps allowed only with alternate ramp access.

**Signage:**

Signs for management and interpretation purposes may be used frequently. Arrow type track markers will be used at intersections.

**Infrastructure:**

Facilities along the track may include lookout platforms, seats and barrier rails. Camping is generally not allowed along the track.

**Terrain:**

Users need no previous experience and are expected to exercise normal care regarding their personal safety.

**Weather:**

Not applicable.

**Management intervention** is high, with tracks and adjacent natural and built elements inspected and maintained regularly (every 30 days or less). Track details will generally be shown at the track head and on local maps and brochures.

### Class Two

Opportunity for large numbers of visitors to walk easily in natural environments that have a moderate to high level of interpretation and facilities; Users can expect to learn about the natural environment with moderate to abundant opportunities to learn through interpretive signs or brochures. Users can expect frequent encounters with others.

#### Elements for classification

**Track conditions:**

Generally a modified or hardened surface; Width: 900 mm or more; well maintained with minimal intrusions.

**Gradient:**

Generally no steeper than 1:10; Minimal use of steps.

**Signage:**

Signs for management and interpretation purposes may be used frequently. Arrow type track markers will be used at intersections.

**Infrastructure:**

Facilities along the track may include lookout platforms, seats and barrier rails. Camping is generally not allowed along the track.

**Terrain:**

Users need no previous experience and are expected to exercise normal care regarding their personal safety.

**Weather:**

Not applicable.

**Management intervention** is moderate to high, with tracks and adjacent natural and built elements inspected and maintained regularly (every 90 days or less). Track details will generally be shown at the track head and 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.