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| **Orienteering** | | | | |
| This document covers Orienteering activities including Night Orienteering, Compass Orienteering and Map Orienteering. | | | | |
| **Notes:**   * **Where a** [**CARA guideline**](https://education.qld.gov.au/curriculum/school-curriculum/CARA) **exists** and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety. | | | | |
| **Activity scope** | | | This document relates to student participation in orienteering, including skills development, training and competitions, an activity to support curriculum delivery.  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.  Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than 1 CARA guideline (e.g. orienteering while [cycling: mountain bike, off road](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/cycling-mountain-bike-off-road)) must comply with the requirements of all CARA guidelines appropriate to the activity.  For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.  For activities conducted off-site, schools must comply with the [school excursions and international school study tours procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure). | |
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| **Inherent**[[1]](#footnote-1) **risk level** | | | | **Action required** |
|  | **Low** | Little chance of incident or injury | | * Document the activity within the three levels of planning. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | | * Document the activity within the three levels of planning. * A OneSchool CARA record may also be required in accordance with school-based decisions. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | | * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (highly recommended). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | | * An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (mandatory). |

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| **Activity Requirements** | If any requirement cannot be met, the activity must not occur.  If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement alternative control measures to meet or exceed the minimum safety standard.  Reference to [Australian Adventure Activity Standard](https://australianaas.org.au/), [Bushwalking Australian adventure activity good practice guide (PDF, 486KB)](https://australianaas.org.au/wp-content/uploads/Bushwalking-GPG-v1.0.pdf) is required when planning this activity.  Prior consultation is required with local authority (e.g. [Department of Environment and Science](https://parks.des.qld.gov.au/park-alerts) [for track closures] and [Rural Fire Service](https://www.qfes.qld.gov.au/Current-Incidents)) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.  Permission/permits are required to be obtained from land managers (e.g. [Department of Environment and Science](https://parks.des.qld.gov.au/camping/bookings), local councils or private landholders), if applicable. |
| **Planning Considerations** | |
| *Incorporate the following factors when planning risk management strategies for this activity.* | |
| **Students** | Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child’s participation in the activity are identified and managed.  Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. |
| **Emergency and First-Aid** | Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. medical emergency, thunderstorm, [first aid](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards), [preventing and managing snake bites (PDF, 296KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-preventing-managing-snake-bites.pdf)).  Adult supervisors must have:   * emergency contact details of all participants * a medical alert list and a process for administering student medication * communication equipment suitable to conditions (e.g. two-way radio, mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions. * recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB] or personal locator beacon [PLB], flares) * an appointed emergency contact (e.g. the principal, a park ranger, or local police) who is provided with a route card listing activity details (outline of the route to be followed, the number and names of the party, the estimated time of departure/arrival) * emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).   Safety procedures must be determined for the location (e.g. location of first aid support and equipment, roll marking, process to rapidly communicate emergency advice to adult supervisors of impending severe events).  Access is required to [first aid equipment (DOCX, 479KB)](https://education.qld.gov.au/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX) and consumables suitable for foreseeable incidents.  An adult with current emergency qualifications is required to be quickly accessible to the activity area.  For participants with known allergies, schools must comply with the [supporting students with asthma and/or at risk of anaphylaxis at school procedure](https://ppr.qed.qld.gov.au/pp/supporting-students-with-asthma-and-or-at-risk-of-anaphylaxis-at-school-procedure) and the school’s [anaphylaxis risk management plan (DOCX, 159KB)](https://ppr.qed.qld.gov.au/attachment/anaphylaxis-risk-management-plan.docx), including an adult supervisor of the activity with [anaphylaxis training](https://etraining.allergy.org.au/).  Emergency qualifications include:   * [HLTAID009—Provide cardiopulmonary resuscitation (CPR)](https://training.gov.au/Training/Details/HLTAID009) * [HLTAID010—Provide basic emergency life support](https://training.gov.au/Training/Details/HLTAID010) * [HLTAID011—Provide first aid](https://training.gov.au/Training/Details/HLTAID011) * or equivalent competencies |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. separation from group, basic first aid procedures, e.g. [snakes (PDF, 296KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-preventing-managing-snake-bites.pdf), ticks, leeches) and safety procedures (e.g. remain on the path, maintain a reasonable walking speed).  If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.  Instruction is required for students and adult supervisors on correct techniques (e.g. appropriate toileting procedures for the duration of the activity, sources of drinking water). |
| **Consent** | [Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site.  [Parent consent (DOCX, 124KB)](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site |
|  | |
| **Supervision** | Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).  For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students’ medical condition or disability on safety during the activity.  The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students’ ages, abilities and specialised learning, access and/or health needs. The [Bushwalking Australian adventure activity good practice guide (PDF, 486KB)](https://australianaas.org.au/wp-content/uploads/Bushwalking-GPG-v1.0.pdf) should be consulted for supervision ratios.  Leader requirements- minors  1 activity leader and 1 responsible person minimum \*Suitable support available  Responsible person(s) should have a first aid qualification.  (retrieved from challenge courses Australian adventure activity good practice guide)  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must assess [weather conditions](http://www.bom.gov.au/), and obtain accurate information on [tides](http://www.bom.gov.au/australia/tides/#!/qld), depths, currents and other expected water conditions (if applicable) and conditions of the terrain prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers (e.g. fire or flash flooding susceptibility and potential flying items during strong winds).   During the activity, all adult supervisors:   * must be readily identifiable * must closely monitor students with health support needs * must comply with control measures from the CARA record and adapt as hazards arise * must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms) * must roam the site/course, positioned at control points and/or on the extremities of the course, especially when students are beginners or where the area contains uncontrollable risks |
| **Supervisor Qualifications** | Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.  All adult supervisors must comply with the [working with children authority—blue cards procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) and be able to identify, and respond to, risks or hazards that may emerge during the activity.  A registered teacher **must** be appointed to maintain overall responsibility for the activity.  At least one adult supervisor is required to be:  **Medium risk** level   * a registered teacher with competence (knowledge and skills) in the teaching orienteering; or * an adult supervisor, working under the direct supervision of a registered teacher, with [Level 0](https://oq.asn.au/coaching) coaching accreditation from Orienteering Queensland or equivalent.   **High risk** level   * a registered teacher with [Level 0](https://oq.asn.au/coaching) coaching accreditation from Orienteering Queensland or equivalent; or * an adult supervisor, working under the direct supervision of a registered teacher, with [Level 1](https://oq.asn.au/coaching) coaching accreditation from Orienteering Queensland or equivalent |
| **Facilities and Equipment** | The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.  Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. Survey the area and update the map where necessary.  Consider the geography when planning the route to avoid walking along cliff edges (slipping hazard) and below cliff faces (falling rocks). Avoid setting controls at the top of cliffs or on steep slopes or that cross dangerous/deep water. Be aware of hazards when setting courses (e.g. potential hazards from rising water) and monitor throughout the activity. Plan alternative routes in case of emergency situations (e.g. bushfire, thunderstorm, extreme temperature, king tide).  Ensure a copy of all courses to be used, including any updates made during the initial survey, are available for the duration of the orienteering activity.  Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/resources) as relevant (e.g. long-sleeved shirt and pants for all weather extremes, wind and rain jacket and suitable enclosed footwear).  Personal equipment for all participants required including, but not limited to:   * drinking water in individual drinking containers (e.g. available at start/finish areas) * insect repellent, sunscreen and personal hygiene items as necessary * toileting equipment (if applicable) * a plastic (or reusable) bag for rubbish * waterproof containers for all equipment that can be damaged by water.   Equipment for each student/group of students and the activity leader, including:   * an accurate orienteering map (i.e. [larger scale (PDF, 66KB)](https://www.orienteering.asn.au/wp-content/uploads/2013/09/Map-scale-decision-process.pdf) appropriate for the age group) * a whistle or airhorn for an emergency signal * an orienteering compass (for bush orienteering) * timekeeping device (e.g. watch, mobile phone, stop watch).   All equipment must be used in accordance with the manufacturer’s instructions.  Establish and employ a process for checking for damage for all equipment used in the activity.  A retirement schedule must be developed to replace equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.  If privately owned equipment is being used, principal approval, owner consent/insurance details must be obtained prior to the activity. |

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| **Who will be leading the activity?** | | |
| **Staff/Other Participants** | | |
| **Family Name** | **Given Name** | **Type** |
| Roberts | Zach | Teacher |
| Kleinschmidt | Rod | Teacher |
| Hodgson | Kevin | Teacher |
| Cinelli | Alex | Teacher |
| Nash | Liz | Teacher |

Risk Management Matrix – Orienteering

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *standing on another person’s foot* | Injury requiring 1st aid  E.g. Falling over causing bruising or an abrasion | Serious injury requiring ambulance assistance  E.g. Collision with another - Broken Bone | Injury requiring hospitalisation  E.g. Heavy collision with another - Head injury | Death or life-threatening injuries E.g. Medical condition leading to death |
|  | Equipment | Replacement – no disruption to activity  E.g. misplaced area markers | Small disruption to activity  E.g. Broken gear | Unable to proceed  E.g. Missing equipment | Major disruption causing the cancelation of activity  E.g. Broken unusable equipment | Major disruption closing the whole activity.  E.g.  Tree over track |
|  | Environment | Change of daily temperature  *E.g. The heat of an afternoon activity* | Short term influence  *E.g. Sudden storm* | Minor long-term damage  *E.g. Soil compaction* | Extensive Environmental damage  *E.g. Danger of falling tree limbs and timber* | Widespread damage  *E.g. Cyclonic damage* |
|  |  | **Insignificant** | **Minor** | **Moderate** | **Major** | **Catastrophic** |
|  | **Risk Matrix** | **1** | **2** | **3** | **4** | **5** |
| Almost Certain | **5** | medium | High | High | Extreme | Extreme |
| Likely | **4** | Low | medium | High | High | Extreme |
| Possible | **3** | Low | medium | medium | High | Extreme |
| Unlikely | **2** | Low | medium | medium | High | High |
| Rare | **1** | Low | Low | medium | medium | High |

**Kinchant Outdoor Education Centre**

**Risk Analysis and Management System**

**Activity/Situation:** Orienteering **Last Updated:** 01/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Dehydration  Epilepsy  Exacerbating pre-existing medical condition  Hyperthermia & heat exhaustion  Isolation (Individual Lost)  Groups lost  Loss of self esteem  Damage to equipment or the environment  Bites and stings (snake, spiders, wasps)  Animal impact (wallaby droppings) | Physical injury to self/others (falling or tripping over)  - broken bones  - sprains / strains  - cut  - bruises  - blisters  Persons running into another  Equipment loss and damage and breakage  Reduced involvement | Exposure to adverse weather  Sunburn  Exhaustion  Climatic conditions making ground slippery  Fallen debris (branches, sticks)  Children’s attitude (apprehensive, over-confident, pushy)  Passing traffic (student groups, vehicular)  Group awareness and member attributes (shy, quiet, doctorial, over whelming)  Instructor knowledge of group and activity outcomes |

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| **People** | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Movement  Collision with;   * Others 3,3 High * General camp community. 3,2 Medium   Separation from the group 3,3 Medium | 3 | 3 | Medium | * Clearly define areas of movement * Brief students on out of bounds areas * Closely monitor all movement * Each team member is aware of individual roles and responsibilities * Implement safe play protocols during briefing and during activity * Regular checks on groups | 2 | 3 | Medium |
| Inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 3,3 High  Students' poor cognitive ability. 3,3 High  Inattentive 3,3 Medium  Disobedience 3,3 Medium  Unfocused 3,3 Medium  Appropriateness  Student mobility 3,3 Medium  Group remain in the designated area 3,3 Medium  Group to effectively communicate  and co-operate throughout the activities 3,3 Medium | 3  3 | 3  3 | Medium  Medium | * Set clear behaviour expectations. * Implement behaviour management strategies. * Ensure a supportive learning environment. * Establish a positive rapport. * Establish effective communication pathways between staff and participants. * Share common expectations with regard to participant performance, equipment use etc. * Reinforce the rule that participants who demonstrate or threaten to behave in a manner which has the potential to physically, emotionally or psychologically injure themselves or another may not participate in the session. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. * Conduct lead in activities to assess the group understanding (eg map and compass work, navigation skills, features) | 2 | 3 | Medium |
| Medical problems.  Pre-existing medical conditions 3,3 Medium  Fatigue & Exhaustion 3,3 Medium  Physical health & fitness 3,3 Medium | 3 | 3 | Medium | * Provide physical aids appropriate to the needs of the participants. * Vigilant supervision. * Session to be appropriate/modified to medical needs. * Participants are to use their own cups or water bottles. * Detailed medical history for all participants to be held by Admin. * Leader to be familiar with and understand medical synopsis. * Ensure the individual's medication is carried/available. * Emergency equipment immediately available * Gloves and resuscitation mask to be available. | 2 | 2 | Medium |
| Staff Competencies  Insufficient supervisors. 3,2 Medium  Poor group control. 3,3 High  Poor instruction skills. 3,3 High  Lack of equipment knowledge. 3,3 High  Leader inexperience 3,3 High | 3 | 3 | Medium | * Staff trained in emergency procedures * Staff aware of 2-way radio communication and whistle signals * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Clear briefing and appropriate sequencing. * Consider working groups appropriate to size groupings. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Proven and demonstrated leader competence. * Groups are given clear instructions * Instructor has attended KOEC induction and is aware of SOPs * Leader must know how to use a compass and KOEC GPS * Level of difficulty of course corresponds to student ability * Selection of course type matches perceived student outcomes * Students demonstrate necessary navigation skills (compass use, GPS use, map reading skill and distance maintenance techniques) before depart on course | 3 | 2 | Medium |
| Climbers  Lack of understanding of activity  procedures 4,3 High  Unaware of appropriate climbing technique 3,3 Medium  Unaware of appropriate dismounting  and descending technique 3,3 Medium  Unaware of the correct use of equipment 3,3 Medium  Unaware of appropriate technique to  assist other climbers 3,3 Medium  Unaware of appropriate technique to  balance on platform 3,3 Medium  Overly excited on the platform 3,2 Medium  Overbalancing while helping others up  onto platform. 3,3 Medium  Overbalancing while dismounting platform. 3,3 Medium  Trapped on rope  (due to ceased carabineers). 3,3 Medium  Failure to be push away from pole  safety while descending 4,3 High  Grabbing other participants ropes 3,3 Medium  Arm burn 2,2 Medium  Rope burn 2,2 Medium  Finger jam 3,2 Medium  Clothing jams 3,2 Medium  Lack of appropriate / effective  communication 4,3 High | 3 | 3 | Medium | * Personal check prior to PPE fitting (enclosed footwear, suitable and modest clothing, hair tied back, removal of jewellery and body piercings) * Explicit explanation and demonstration of PPE (harness and helmets * Explanation and explicit instruction of how to belay, spectate, hold the ladder, climb, get on the platform, help other climbers, balance, and dismount and descend appropriately. * Clear explanation and demonstration of fitting karabiners * Demonstrate and explain the whole process of student group “hooking up”, climbing, helping each other, balancing, dismounting, descending as well as having the belay team perform their roles and show their responsibilities. * Students are encouraged to give themselves a target to reach before descending. * Explain and discuss communication and calls to be used before the ascent and after completing the descent. * Instructors aware and practised in use of belay line to assist the ascent and descent of the climber. * Discuss the calmness in communication and calming techniques * Review program focuses and assist students with dealing with anxious situations. | 3 | 2 | Medium |
| Belay Team  Assistants unaware of appropriate  belay technique 4,2 High  In experience with appropriate  belay technique 4,2 High  Inappropriate belay position assumed 3,3 Medium  Lack of appropriate / effective  communication 4,3 High  Rope burn 2,2 Medium  Finger jam 3,2 Medium  Clothing jams 3,2 Medium | 4 | 2 | High | * Ensure a supportive learning environment * Instructors to be hooked into the anchor strop * Students in the belay area or awaiting their turn to wait for the instructions of the instructor or respective B1 * Demonstrate and explain the whole process of the belay drill and progression as well as having the belay team perform their roles and show their responsibilities * During set-up of equipment, all ropes and equipment checked to ensure smooth transition between B3, B2 and climber | 3 | 2 | Medium |

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| Equipment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Equipment failure    Faulty or broken compass/GPS 3,2 Medium  Course markers missing/damaged 3,3 Medium | 3 | 2 | Medium | * Regular inspection and maintenance of all markers and other equipment * Withdraw, appropriately mark and dispose of faulty equipment * Staff ability to recognise faulty equipment. * Instructor current with KOEC training and induction to use of specific equipment on chosen activities * Vigilant supervision during the course of the activity * Visual inspection of the course prior to session. | 3 | 2 | Medium |
| Equipment management  Inappropriate attire. 3,2 Medium  Incorrect use of equipment 3,2 Medium  Accidents using equipment 3,3 Medium | 3 | 2 | Medium | * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * Leader competence in use of equipment. * Briefing to avoid damage to environment & equipment. * Briefing including an awareness of the hazards including out of bounds areas. * Establish zones for activities * Check equipment before and during activity. * Students given time to trial the correct and effective use of equipment * Students given guidance as to use and handling of equipment * Monitor correct use of equipment during the activity * Discussion and demonstration of compass and GPS use * Assessment of participant ability to use equipment. | 3 | 2 | Medium |
| Equipment security  Equipment loss. 2,1 Low | 2 | 1 | Low | * Leader to account for all equipment at the end of the session. * Course to be checked for each group. * Correctly storing and maintaining gear. * Install security lighting if activity used at night session | 2 | 1 | Low |

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| Environment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Environmental danger  Exposure to Environment 3,2 Medium  (Hyperthermia, Dehydration, Sunburn)  Insects, ants and wasps 3,2 Medium  Damage to the equipment 3,2 Medium | 3 | 2 | Medium | * Animals/insects removed. * Create an awareness of any environmental hazard (long grass, ants, and wasp nests). * Insect repellent within easy reach * Advise of bite (insect, spider, snake) management * Appropriate environmental briefing including out of bounds areas. * Ensure equipment is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays) * Vigilant supervision. * Visual check of course prior to use. * Be aware of animal droppings, sticks or stones * Be aware of steep slopes, uneven ground, trees and branches on tracks * General tree maintenance i.e. Regular pruning. | 2 | 1 | Low |
| Weather conditions  Weather extremes 5,1 High  (Cyclone, lightning, high winds)  Moderate weather conditions 3,3 Medium  (gusty winds & rain)  Limited visibility (rain, sun). 3,2 Medium Strong winds. 3,2 Medium  Sun and adverse weather conditions. 3,3 Medium | 4 | 4 | High | * Students to wear appropriate attire including sun safe clothing * Implement sun safe strategies. * Select another activity if the weather is too bad. * Leader competence - knowledge of local weather patterns and ongoing monitoring, first aid. * Exit the course if the weather becomes unsuitable. * Activities should not be conducted in electrical storms. * Encourage participants to drink water, ensure participants have water bottles and opportunities to drink. * Suitable medication, first aid readily accessible. * Modify activity/task to suit weather conditions or abort. | 2 | 2 | Medium |
| Environmental Footprint  Human impact. 4,2 High  Slippery grass and loose soil 3,3 Medium  Disturbance of flora and fauna 3.3 Medium | 3 | 3 | Medium | * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Participants' medical history assessed. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths. * Modify course access to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the activity | 2 | 2 | Medium |

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| **EMERGENCY** | General:  (a) First Aid kits.  (b) Instructors skilled at group management and medical situations.  (c) Qualified First Aid person on hand.  (d) Two-way radio network for immediate assistance.  Leader effecting emergency procedure  In responding to a participant in need of assistance the Leader must:  (a) Identify the student in difficulty.  (b) Communicate with the participant if possible.  (c) Brief other staff and students if required.  (d) Assist the participant in an effective and appropriate way. |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Beware of Centre's radio signals. * Centre 'Standard Operation Plans and Procedures' eg be alert for radio calls. * Education Queensland policy and guidelines. * Australian Adventure Activity Standards Bushwalking |
| **POLICIES AND GUIDELINES RECOMMENDED** | * KOEC 'Standard Operation and Procedures' * KOEC site specific Lesson Plan * KOEC Risk Assessment -Orienteering. * EQ Workplace Health, Safety and Wellbeing - First Aid * EQ Health/ safety / management - Health & Safety recording and notification * EQ CARAS - Curriculum Activity Risk Management * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Refer Centre specific “Standard operational procedures” * A registered teacher is in control of the group. * Carry First Aid kit, emergency plan on file. * Have radio or telephone communication on hand. * Leaders have undergone training and observed activity carried out by a senior instructor. * Maximum 16 students and minimum 2 leaders |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications; HLTAID009—Provide cardiopulmonary resuscitation (CPR); HLTAID010—Provide basic emergency life support; HLTAID011—Provide first aid; or equivalent competencies * Group control and management in an outdoor setting. * Proficient in usage of equipment. * Instructor recently (within 2 years) inducted through KOEC in-house training/orientation day. * Instructor has reviewed aims and safety issues prior to undertaking the activity (KOEC staff or prepared booklet material) * Good interpersonal communication skills. * Effective processing skills. * Competence (demonstrated ability to undertake the activity) in recognised identify safety potential during course session. * Competence (demonstrated ability to undertake the activity) as an instructor. * Awareness of the varied content of each of the courses that are being offered. |
| **FINAL DECISION ON IMPLEMENTING ACTIVITY** | Choose one |
| Accept √ Reject  After consideration of the probability of the risk occurring, how often the participants are exposed to the hazards associated with the risks and the possible consequences, all of the above risks are unacceptable and hence control/management strategies will be implemented. |

**Approval Details**

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| Submitted by: | |
| Name: Zach Roberts | Position: Principal |
| Email: zrobe47@eq.edu.au | |
| Signed: | Date: 01/02/2022 |

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| --- | --- | --- |
| Approval *(only required for high or extreme risk activities)* | | |
|  | Approved as submitted | |
|  | Approved with the following conditions: | |
|  | Not approved for the following reasons: | |
| Visiting staff approved to facilitate activity: | | |
| Signed (visiting school principal): | | Date: |

1. *The inherent risk level is determined before any control measures are put in place. Refer to the* [CARA planner](https://education.qld.gov.au/curriculum/school-curriculum/CARA). [↑](#footnote-ref-1)