

Camp Fairbairn Outdoor Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 14-Nov-2023			
Activity:	Bushwalking		
Activity Scope:	<p>This guideline is provided to support schools in implementing the Managing risks in school curriculum activities procedure.</p> <p>The CARA planner must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.</p> <p>For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template.</p> <p>This guideline relates to student participation in bushwalking in mainly natural areas as an activity to support curriculum delivery during daylight hours.</p> <p>Australian Standard 2156.1-2001: Walking tracks - Classification and signage</p> <p>Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. Bushwalking while Camping) must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>Schools should consider conducting this activity at a Department of Education Outdoor and Environmental Education Centre (O&EEC) and consult with O&EEC centre staff for risk assessment requirements.</p> <p>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.</p> <p>For activities conducted off-site, schools must comply with the School excursions and International school study tours procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:	Expedition and offsite bushwalking		
Inherent Risk Level:	High		
Inherent Risk Level Description:	<p>Class 4:</p> <ul style="list-style-type: none"> Tracks provide opportunities for visitors to explore and discover relatively undisturbed natural environments along defined and distinct tracks with minimal (if any) facilities. They provide minimal interpretation and facilities. Users can expect opportunities for solitude and few encounters with others. Users require a moderate level of specialised skills such as navigation skills. Users may require maps and navigation equipment to successfully complete the track. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards. <p>Class 5:</p> <ul style="list-style-type: none"> Tracks provide opportunities for visitors with outdoor skills to discover the natural environment. Visitors require a higher degree of specialised skills such as navigation skills. Users may require maps and navigation equipment to successfully complete the track. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards. <p>Class 6:</p> <ul style="list-style-type: none"> Users require previous experience in the outdoors and a high level of specialised skills such as navigational skills. Users will generally require a map and navigation equipment to complete the track or route, which are usually mountainous or in remote areas. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards. 		
Start Date:	Monday, 22 January, 2024	End Date:	Friday, 13 December, 2024
On School Grounds:	No	Is parental permission required for this activity?	Yes

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Activity Requirements

Reference to [Australian Adventure Activity Standard](#), [Bushwalking Australian Adventure Activity Good Practice Guide](#) is required when planning this activity.

Prior consultation is required with local authority (e.g. [Department of Environment and Science](#) [for track closures] and [Queensland Fire & Emergency Service](#)) 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. [QGPF](#), local councils or private landholders), if applicable.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](#) 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. 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 (e.g. provision of) must be established for foreseeable incidents (e.g. separation from group, medical emergency, thunderstorm, [first aid](#), [preventing and managing snake bites](#)).

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](#) and consumables suitable to the activity for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- [HLTAID009](#) Provide cardiopulmonary resuscitation (CPR);
- [HLTAID011](#) Provide first aid;
- [HLTAID013](#) Provide first aid in remote situations;
- or equivalent competencies.

Induction and instruction

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<p>Induction is required for all adult supervisors on emergency procedures (e.g. separation from group, basic first aid procedures e.g. snakes, 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.</p> <p>Instruction is required for students and adult supervisors on correct techniques (e.g. appropriate toileting procedures for the duration of the walk, sources of drinking water).</p> <p>Consent</p> <p>Parent consent is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.</p>	
<p>The activity requirements have been met and any additional requirements for the activity are included below or attached.</p>	<input checked="" type="checkbox"/>

Risk Management Details

Supervision	
<p>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.</p>	<input checked="" type="checkbox"/>
<p>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 should be consulted for supervision ratios.</p>	<input checked="" type="checkbox"/>
<p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • must be familiar with the contents of the CARA record • must assess weather conditions, and obtain accurate information on tides, 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). 	<input checked="" type="checkbox"/>
<p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> • 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). 	<input checked="" type="checkbox"/>

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Supervisor Qualifications	
All adult supervisors must comply with the Working with Children Authority - Blue Cards procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.	<input checked="" type="checkbox"/>
A registered teacher must be appointed to maintain overall responsibility for the activity.	<input checked="" type="checkbox"/>
At least one adult supervisor is required to be:	
A registered teacher with qualifications relevant bushwalking activities from the Sport, Fitness and Recreation Training Package or similar (or equivalent demonstrated capability). Refer to the competencies outlined in the Bushwalking Australian Adventure Activity Good Practice Guide for guidance.	<input checked="" type="checkbox"/>
OR	
An adult supervisor, working under the direct supervision of a registered teacher, with Certificate III in Outdoor Leadership or Certificate III in Sport and Recreation , similar or higher. Refer to the competencies outlined in the Bushwalking Australian Adventure Activity Good Practice Guide for guidance.	<input type="checkbox"/>
Approved by CFOEC Principal in accordance with CFOEC Training Procedures and Guidelines	

Facilities and Equipment	
Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. Consider the geography when planning the route, to avoid walking along cliff edges (slipping hazard) and below cliff faces (falling rocks). Plan alternative routes in case of emergency situations (e.g. bushfire, thunderstorm, extreme temperature, king tide).	<input checked="" type="checkbox"/>
Participants must wear Personal protective equipment as relevant (e.g. long-sleeved shirt and pants for all weather extremes, wind and rain jacket and suitable enclosed footwear).	<input checked="" type="checkbox"/>
Personal equipment for all participants required including, but not limited to: <ul style="list-style-type: none"> individual drinking containers with each participant 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; insect repellent, sunscreen and personal hygiene items as necessary; toileting equipment (if applicable); a bag for rubbish; and waterproof containers for all equipment that can be damaged by water. 	<input checked="" type="checkbox"/>
All equipment must be used in accordance with the manufacturer's instructions.	<input checked="" type="checkbox"/>
Establish and employ a process for checking for damage for all equipment used in the activity.	<input checked="" type="checkbox"/>
A retirement schedule must be developed to replace equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.	<input checked="" type="checkbox"/>
If privately owned equipment is being used, Principal approval, owner consent/insurance details must be obtained prior to the activity.	<input checked="" type="checkbox"/>

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Hazards and Control Measures	
Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
Animal bites/diseases - stings, poisoning, infection	
Observe wildlife from a safe distance.	<input checked="" type="checkbox"/>
Instruct students not to feed wildlife and how to respond to approaching wildlife.	<input checked="" type="checkbox"/>
Adhere to established practices regarding the use of insect repellent, outlined in Insect viruses and allergies .	<input checked="" type="checkbox"/>
Environmental conditions -weather, surrounds, surfaces	
The school's sun safety strategy must be followed.	<input checked="" type="checkbox"/>
Brief all participants on the potential hazards (e.g. thorned flora, steep slopes).	<input checked="" type="checkbox"/>
Constantly monitor surroundings for weather, terrain and wildlife hazards during the bushwalk.	<input checked="" type="checkbox"/>
Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions.	<input checked="" type="checkbox"/>
Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.	<input checked="" type="checkbox"/>
Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.	<input checked="" type="checkbox"/>
Injury	
Students aware of the location of emergency and first-aid equipment.	<input checked="" type="checkbox"/>
Physical exertion - exhaustion and fatigue	
Conduct appropriate lead-up activities.	<input checked="" type="checkbox"/>
Participants able to easily carry the overall backpack weight.	<input checked="" type="checkbox"/>
Establish rest stops, considering the age and fitness level of students.	<input checked="" type="checkbox"/>
Continually monitor participants for signs of fatigue and exhaustion.	<input checked="" type="checkbox"/>
Adopt system of signals to clearly communicate the need for assistance if in difficulty.	<input checked="" type="checkbox"/>

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Student issues - separation from the group, high risk behaviours	
Maintain contact between all group members through regular checks on group numbers.	<input checked="" type="checkbox"/>
Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants.	<input checked="" type="checkbox"/>
Appoint designated group roles (e.g. leader, group member, tail end).	<input checked="" type="checkbox"/>
Visibility	
Have students wear easily identifiable clothing (e.g. high visibility rash vest).	<input checked="" type="checkbox"/>
Ensure staff can easily recognise those students with health support needs and are familiar with their needs.	<input checked="" type="checkbox"/>
Additional links Queensland Outdoor Recreation Federation Bushwalking Queensland Bushwalking Australia	

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Bean	Anthony	Staff Member	N/A
Murchie	David	Staff Member	N/A
Robinson	Neil	Staff Member	N/A

Approval Details

Approval Status: Approved			
Approval Officer Name:	Bean, Anthony	Approval Date:	23-Nov-2023

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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.

I have incorporated the above factors when planning my risk management strategies for this activity.

Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.

Consider additional supervision, support and scaffolding to suit individual or group needs.