

# Tinaroo Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

| CARA Creation Date: 02-Nov-2023  |   |  |                            |
|----------------------------------|---|--|----------------------------|
| Activity:                        | <b>Orienteering</b>   |  |                            |
| Activity Scope:                  | <p>This guideline is provided to support schools in implementing the <a href="#">Managing risks in school curriculum activities procedure</a>.</p> <p>The <a href="#">CARA planner</a> 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 <a href="#">CARA generic template</a>.</p> <p><b>This document relates to student participation in orienteering, including skills development, training and competitions, an activity to support curriculum delivery.</b></p> <p>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.</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. <a href="#">Orienteering</a> while <a href="#">Cycling: mountain bike, off road</a>) must comply with the requirements of all CARA guidelines appropriate to the activity.</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 <a href="#">School excursions</a> and <a href="#">International school study tours</a> procedure.</p> |  |                            |
| Guidelines:                      | <a href="https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines</a>   |  |                            |
| Activity Description:            | Navigation sessions conducted in modified, semi-natural or managed settings with clearly defined containment features, e.g. parkland, roads and tracks by TEEC with Yr 4-12 students. The students are divided into small teams to complete the Navigation course.  |  |                            |
| Inherent Risk Level:             | Medium  |  |                            |
| Inherent Risk Level Description: | Orienteering in modified, semi-natural or managed terrain with clearly defined containment features (e.g. parkland).  |  |                            |
| Start Date:                      | Monday, 01 January, 2024  | End Date:  | Tuesday, 31 December, 2024 |
| On School Grounds:               | Yes   | Is parental permission required for this activity? | No                         |

### 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 [Rural Fire 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. [QPWS](#), local councils or private landholders), if applicable.

#### Students

Thursday, November 16, 2023 12:48:09 PM

User: tamot0

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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 must be established for foreseeable incidents (e.g. 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 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 and the school's [Anaphylaxis Risk Management Plan](#), including an adult supervisor of the activity with [anaphylaxis training](#).

Emergency qualifications include:

- [HLTAID009](#) Provide cardiopulmonary resuscitation (CPR);
- [HLTAID010](#) Provide basic emergency life support;
- [HLTAID011](#) Provide first aid;
- 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](#), 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](#) is required for all activities conducted off-site.

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| <a href="#">Parent consent</a> is strongly recommended for high risk activities conducted on-site.                                    |                                     |
| <b>The activity requirements have been met and any additional requirements for the activity are included below or attached.</b>       | <input checked="" type="checkbox"/> |
| Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures for Orienteering. |                                     |

### Risk Management Details

| Supervision  |                                     |
|--|-------------------------------------|
| 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.   | <input checked="" type="checkbox"/> |
| 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 <a href="#">Bushwalking Australian Adventure Activity Good Practice Guide</a> should be consulted for supervision ratios.   | <input checked="" type="checkbox"/> |
| <p>Before the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>• must be familiar with the contents of the CARA record</li> <li>• must assess <a href="#">weather conditions</a>, and obtain accurate information on <a href="#">tides</a>, 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).</li> </ul>                       | <input checked="" type="checkbox"/> |
| <p>During the activity, all adult supervisors:</p> <ul style="list-style-type: none"> <li>• must be readily identifiable</li> <li>• must closely monitor students with health support needs</li> <li>• must comply with control measures from the CARA record and adapt as hazards arise</li> <li>• must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms)</li> <li>• 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.</li> </ul> | <input checked="" type="checkbox"/> |
| All instructors are Tinaroo EEC registered teachers who have been assessed as competent to lead the sessions. At least two adults will be present. A different supervision ratio may be determined for wilderness programs involving disengaged youth. The ratio will be established through a risk management process.  |                                     |

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| Supervisor Qualifications  |                                     |
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| All adult supervisors must comply with the <a href="#">Working with Children Authority - Blue Cards</a> 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 competence (knowledge and skills) in the teaching orienteering   | <input checked="" type="checkbox"/> |
| or   |                                     |
| An adult supervisor, working under the direct supervision of a registered teacher, with <a href="#">Level 0</a> coaching accreditation from Orienteering Queensland or equivalent.                               | <input type="checkbox"/>            |
| All instructors are Tinaroo EEC registered teachers who have been assessed as competent to lead sessions through TEEC staff induction, an annual validation process, and Statements of Attainment.               |                                     |

| Facilities and Equipment   |                                     |
|--|-------------------------------------|
| 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.  | <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). 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). | <input checked="" type="checkbox"/> |
| 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.  | <input checked="" type="checkbox"/> |
| Participants must wear <a href="#">Personal protective equipment</a> 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"> <li>drinking water in individual drinking containers (e.g. available at start/finish areas).</li> <li>insect repellent, sunscreen and personal hygiene items as necessary;</li> <li>toileting equipment (if applicable);</li> <li>a plastic (or reusable) bag for rubbish; and</li> <li>waterproof containers for all equipment that can be damaged by water.</li> </ul>    | <input checked="" type="checkbox"/> |

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| Equipment for each student/group of students and the activity leader, including: <ul style="list-style-type: none"> <li>an accurate orienteering map (i.e. <a href="#">larger scale</a> appropriate for the age group);</li> <li>a whistle or airhorn for an emergency signal;</li> <li>an orienteering compass (for bush orienteering); and</li> <li>timekeeping device (e.g. watch, mobile phone, stop watch).</li> </ul> | ☑ |
| 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.   | ☑ |
| All equipment has a scheduled service life and is tracked through a database from purchase to disposal. Additional controls are put in place when no vehicle access to a site. Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures.   |   |

### Hazards and Control Measures

|   |   |
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| Further to those listed, include any additional hazards and control measures considering the local context of the activity.         |   |
| <b>Animal bites/diseases</b> - stings, poisoning, infection   |   |
| Observe wildlife from a safe distance.  | ☑ |
| Instruct students not to feed wildlife and how to respond to approaching wildlife.  | ☑ |
| Adhere to established practices regarding the use of insect repellent, outlined in <a href="#">Insect viruses and allergies</a> .   | ☑ |
| <b>Environmental conditions</b> - weather, surfaces, surrounds  |   |
| The school's <a href="#">sun safety strategy</a> must be followed.  | ☑ |
| Brief all participants on the potential hazards (e.g. thorned flora, steep slopes).   | ☑ |
| Constantly monitor surroundings for weather, terrain and wildlife hazards during the bushwalk.                                      | ☑ |
| Follow the <a href="#">Managing excessive heat in schools</a> guidelines when participating in very hot or extreme heat conditions. | ☑ |

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| Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.  | <input checked="" type="checkbox"/> |
| <b>Vehicles</b>   |                                     |
| When courses expose students to traffic and/or roads, ensure they have been instructed to be aware of vehicles and adhere to <a href="#">pedestrian road rules</a> .  | <input checked="" type="checkbox"/> |
| <b>Injury</b>   |                                     |
| Students aware of the location of emergency and first-aid equipment.  | <input checked="" type="checkbox"/> |
| <b>Physical exertion</b> - exhaustion and fatigue   |                                     |
| Establish rest stops, considering the age and fitness level of students.  | <input checked="" type="checkbox"/> |
| Ensure drink breaks occur regularly.  | <input checked="" type="checkbox"/> |
| Instruct students to proceed 'at their own pace' to avoid over exertion.  | <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"/> |
| <b>Student issues</b> - separation from the group, high risk behaviours   |                                     |
| Conduct appropriate lead-up activities (e.g. map and compass work; basic physical fitness; and navigation skills including the use of handrails, attack points, aiming off, collecting features and catching features).   | <input checked="" type="checkbox"/> |
| Brief students on: <ul style="list-style-type: none"> <li>• basic first aid procedures for biological hazards they may encounter (e.g. ticks, leeches);</li> <li>• appropriate behaviours to help keep themselves safe during the activity, including procedures if they become lost or injured;</li> <li>• appropriate toileting procedures for the duration of the event;</li> <li>• relocation techniques;</li> <li>• predetermined safety bearings (e.g. easily identifiable geographic feature) and how to use them;</li> <li>• use of the emergency whistle;</li> <li>• the set finishing time and the requirement to return at that time, whether or not they have completed the course; and</li> <li>• areas that are out of bounds.</li> </ul> | <input checked="" type="checkbox"/> |
| 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 when participating off-site.  | <input checked="" type="checkbox"/> |

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| Appoint designated group roles (e.g. leader, group member, tail end).  | <input checked="" type="checkbox"/> |
| Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants.                   | <input checked="" type="checkbox"/> |
| <b>Visibility</b>  |                                     |
| 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<br><a href="#">Orienteering Australia</a><br><a href="#">Orienteering Queensland</a>                |                                     |
| Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures. |                                     |

| Staff/Other Participants |            |              |                         |
|--------------------------|------------|--------------|-------------------------|
| Family Name              | Given Name | Type         | Other Participants Role |
| Crosby                   | Bret       | Staff Member | N/A                     |
| Dilger                   | Darryl     | Staff Member | N/A                     |
| Dove                     | Rochelle   | Staff Member | N/A                     |
| Harrison                 | Philip     | Staff Member | N/A                     |
| Holcroft                 | Kimberley  | Staff Member | N/A                     |
| Lazaredes                | Louka      | Staff Member | N/A                     |
| Marsh                    | Matthew    | Staff Member | N/A                     |
| Morley                   | Kirk       | Staff Member | N/A                     |
| Mott                     | Tobius     | Staff Member | N/A                     |
| Watson                   | Dayna      | Staff Member | N/A                     |

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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.

Detailed risk management guidelines for this activity are outlined in the Tinaroo EEC Standard Operating Procedures for Orienteering. Additional equipment and staff are occasionally employed with students with special needs. The exact modifications to this activity are dependent on the precise requirements of the student concerned.



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### Monitor and Review

Informal review will take place before during and after each orienteering activity. Annual review of CARA will take place either at the end of a School Year, or the start of the following year.