



Education

Department of **Education** (<https://det.qld.gov.au>)

Bushwalking

Guideline review date: January 2018

The CARA planner (DOC, 423KB) (<http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC>) must be used in conjunction with this guideline to determine additional risk hazards and controls within school-specific circumstances.

Activity scope

This guideline relates to student participation in bushwalking as a curriculum activity. It covers walking in mainly natural areas for a period of less than 1 hour's walking to an extended period that may require overnight camping for more than 2 days.

For activities beyond the scope of this activity a separate risk assessment must be undertaken using the CARA generic template (DOCX, 401KB) (<http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/CARA-generic-template.docx>).

There are 4 levels of bushwalking and 6 classes of track classification. Refer to Appendix 1 (DOCX, 195KB) (</curriculums/Documents/bushwalking-appendix-1.docx>) for more information on track classification.

Medium risk: Controlled areas up to and including Class 4 graded tracks.

- Easy, graded tracks relates to conducting walks on formed roads or Class 1 or 2 tracks that are maintained on a regular basis and clearly signed, and

where the nearest safe collecting feature can be reached within 1 hour's walk.

- Tracked, easy untracked areas (controlled environments) relates to conducting walks where the nearest safe collecting feature can be reached between 1 to 2 hours' walk, easily reached using basic navigation principles, on Class 3 or 4 tracks formed trails or areas that are:
 - reliably marked on maps
 - are obvious on the ground and
 - are regularly inspected or are in areas where navigation is required along clearly defined/easily followed handrails or landscape features.

High risk: Intermediate areas and uncontrolled areas (Class 5 graded tracks and higher).

- Difficult, trackless areas (intermediate environments) relates to conducting walks on Class 5 or 6 tracks or areas where there are limited modifications to the natural surface so that track alignment is indistinct in places, there is minimal clearance along the track, signage is minimal or absent, there are natural hazards present, where the nearest safe collecting feature is more than 2 hours' walk but less than 2 days' walk, and can be reached using well-developed navigational principles.
- Unmodified areas (uncontrolled environments) relates to conducting walks in landscapes which are totally natural, where there are no modifications to the natural surface, where no tracks exist, there is no signage, and where the nearest safe collecting feature can be more than 2 days' walk and/or reached using extensive navigational skills.

All requirements are necessary for the activity to be conducted.

Mandatory requirements

- Age, size, ability and maturity of students must be considered when determining suitability to undertake physical activities.
- Refer to Queensland Adventure Activity Standards (<https://qorfa.org.au/resources/activity-master/bushwalking/>) and the Rural Fire Service (<https://ruralfire.qld.gov.au/map/Pages/default.aspx>) when planning this activity.
- Depending on the scope of this activity, other risk assessments may be

required when planning. Refer to other Outdoor recreation and Sport activity guidelines (</curriculum/school-curriculum/CARA/activity-guidelines>) as appropriate.

- Adhere to Guidelines for Managing Risks in Recreational Water (<https://nhmrc.gov.au/about-us/publications/guidelines-managing-risks-recreational-water>) if applicable.

Supervision requirements

- Designated group roles (e.g. leader, group member, first aid officer, tail end).
- A management plan for the administering of prescription medications (e.g. asthma puffer) to students.
- Leaders who are familiar with the intended route, the program, sources of drinking water, their role in the program and emergency procedures to be used.
- Regular checks on group numbers to ensure that contact between all group members is maintained.
- An appointed non-participating contact as part of the emergency management plan for Class 4, 5 or 6 tracks, remote bushwalks and/or overnight bushwalks.
- Consult the Planning Considerations section as outlined in the CARA generic template (DOCX, 401KB) (<http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/CARA-generic-template.docx>).

Qualifications for supervisors

All risk levels

- Supervisors should have demonstrated skills and currency that meet leadership, group management, technical capacities and safety requirements (including current familiarity with the environment, map

coverage of the area and emergency procedures) of the specific circumstances being addressed.

- Nationally recognised qualifications in bushwalking:
 - A certificate from an Recognised Training Organisation (RTO) for the completion of nationally recognised training in a bushwalking skill set at or above the appropriate level, as explained in the Sport and Recreation Training Package (SIS10).
 - A qualification from an RTO at Certificate III, Certificate IV or Diploma level for the completion of Nationally Recognised Training for the full qualification with a noted specialisation for Bushwalking Guide at/or above the appropriate level. Note: This specialisation must be printed on the certificate for it to have been attained.
 - Equivalent qualification to ensure competence.

Refer to Appendix 2 (DOCX, 196KB) (</curriculums/Documents/bushwalking-appendix-2.docx>) for specific information on supervisor qualifications for each risk level.

Note: Competence is to be assessed annually, considering the outdoor environment that the activity is taking place in, to ensure currency and relevancy. Details about how the activity leader has demonstrated competence should be included in the 'Other Details' box of the CARA generic template or OneSchool module.

Refer to the National Outdoor Recreation Training Package (<https://training.gov.au/Training/Details/SIS10>) for further information on supervisor qualifications.

Requirements for facilities and equipment

All risk levels

- Permission and/or relevant permits from landowners and land-management agencies to enter their property. Adhere to the requirements of permits.
- An emergency management plan to account for the range of possible causes and responsibilities of leaders and participants.
- An appointed **first aid officer** with:

- a first aid kit suitable for the activity and the experience to use it effectively
- a medical alert list collated from information on medical consent forms before departure and to be carried at all times
- a first aid register, accident and illness reports
- procedures for administering student medication, and
- a communication procedure for external assistance if required.
- 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:
 - an outline of the route to be followed
 - the number and names of the party
 - the estimated time of departure and estimated time of arrival of the party
 - a contact person (e.g. principal) in the case of emergency and
 - alternative emergency routes/tracks.
- Effective communication system including a communication device that will work in the relevant conditions (e.g. two-way radio, mobile phone). Note that battery life can be impacted by weather conditions.
- Waterproof containers for all electronic and other equipment that can be damaged by water.
- Personal equipment for all participants including (but not limited to):
 - individual drinking containers with each student carrying 2–3 litres of water for each day
 - personal food supplies in excess of the requirements of the planned walk, including emergency rations for 24 hours more than the initial planned duration
 - protective clothing (long-sleeved shirt and pants for all weather extremes, wind and rain jacket, suitable shoes and suitable footwear for swimming in creeks, if appropriate)
 - insect repellent, sunscreen and personal hygiene items as necessary
 - toileting equipment (if applicable) and
 - a plastic (or reusable) bag for rubbish.

Note that activity leaders are responsible for determining the equipment to be carried by all participants.

- Adhere to Guidelines for managing risks in recreational water (<https://nhm>)

Hazards and controls

If any listed control measure below cannot be met:

- modify the activity (or elements of it)

and/or
- identify and implement alternative control measures to meet or exceed the level of safety.

Alternative or additional considerations, hazards and control measures must be included in the planning process.

Before the activity

Considering environmental conditions	<p>Assess the weather conditions (Bureau of Meteorology (http://www.bom.gov.au/)) and the conditions of the terrain before the bushwalk takes place, identify potential dangers (e.g. fire or flash flooding susceptibility and potential flying items during strong winds) and suitable emergency procedures developed</p> <p>Consider the geography when planning the route, to avoid walking along cliff edges (slipping hazard) and below cliff faces (falling rocks)</p> <p>Plan and ensure all supervisors and students are prepared for a range of emergencies (e.g. lost member of a group, medical emergency, equipment failure, storm)</p> <p>Plan alternative routes in case of emergency situations (e.g. bushfire, thunderstorm, extreme temperature, king tide)</p>
Accessing facilities and using equipment	<p>Consider any recovery/rescue equipment that may be necessary depending on the location (e.g. emergency position-indicating radio beacon (EPIRB), satellite emergency notification device, flares)</p>

	<p>Ensure suitable communication is available and in working order. Consider mobile phone network access, battery and waterproof casing</p>
Managing student considerations	<p>Brief all participants about the nature and purpose of the activity, potential hazards (e.g. thorned flora, steep slopes, wild pigs) and appropriate safety procedures, including those of the first aid officer</p> <p>Brief all participants on basic first aid procedures for biological hazards they may encounter (e.g. ticks, leeches)</p> <p>Brief all participants on appropriate toileting procedures for the duration of the walk</p> <p>Conduct appropriate lead-up activities</p> <p>Review health, maturity, fitness, suitability and competency of participating students</p> <p>Record individual student medical conditions and brief staff on any student health plans</p> <p>Ensure all leaders are familiar with the route to be taken, the program, their role in the program and emergency procedures to be used</p>

During the activity

Considering environmental conditions	<p>Constantly monitor surroundings for weather, terrain and wildlife hazards during the bushwalk</p> <p>Ensure that minimal environmental impact message is conveyed (e.g. waste disposal, trampling vegetation)</p>
Accessing facilities and using equipment	<p>Carry electronic and other equipment that can be damaged by water in water resistant containers</p> <p>Ensure clothing appropriate to the activity is worn by all participants and includes appropriate clothing for all weather extremes (e.g. sturdy walking shoes, sun protection when in open areas, shoes</p>

	when swimming in creeks).
Managing student considerations	<p>Adjust and enact emergency procedures accordingly to prevent catastrophic consequences</p> <p>Ensure students are aware of the location of emergency and first-aid equipment</p> <p>Consult the Managing excessive heat in schools (<i>/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools</i>) guidelines and ensure drink breaks occur regularly. Make water available for individual participants between drink breaks</p> <p>Ensure participants are able to easily carry the overall backpack weight</p> <p>Establish resting stops, considering the age and fitness level of students</p> <p>Adopt a system of signals to clearly communicate the need for assistance if in difficulty</p> <p>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</p> <p>Brief all participants on appropriate behaviours to help keep themselves safe on the bushwalk (e.g. stick to the path, maintain a reasonable walking speed)</p> <p>Brief all participants on the procedure to be followed should a participant become separated or lost from the group</p>

Appendixes

Appendix 1 (DOCX, 195KB) (*/curriculum/ Documents/bushwalking-appendix-1.docx*)

Appendix 2 (DOCX, 196KB) (*/curriculum/ Documents/bushwalking-appendix-2.docx*)

Appendix 3 (DOCX, 196KB) (*/curriculum/ Documents/bushwalking-appendix-3.docx*)

Additional links

Bushwalking Queensland (<http://bushwalkingqueensland.org.au>)

Queensland Outdoor Recreation Federation (<https://qorf.org.au>)

Vocational Education and Training (<http://training.gov.au>)

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