Bunyaville Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

			CARA Creation Date: 04-Dec-2025
Activity:	**Orienteering**		
Activity Scope:	Guideline review date: 24 September 2025 This guideline demonstrates the minimum safety standard for student participation in orienteering as an activity to support curriculum delivery. The Department of Education is committed to ensuring that curriculum activities are planned for and managed in accordance with the Work Health and Safety Act 2011 (Qld), to ensure, as far as is reasonably practicable, the safety of students, staff and others. 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) 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 procedure.		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/orienteering		
Activity Description:	Orienteering is carried out in the Bunyaville Conservation Park – the Picnic Area and in the forest. The length of the orienteering activity depends on the age of students and program. Students are always with supervising adult. Students use iphones and ipads for navigation.		
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:	Tuesday, 27 January, 2026	End Date:	Friday, 11 December, 2026
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

- If any requirement cannot be met, the activity must not occur.
- A registered teacher must be appointed to maintain overall responsibility for the activity.
- Teachers, in collaboration with other adult supervisors of the planned activity, determine additional risks, hazards and control measures relevant to the activity and the specific school/group circumstances in order to lift the safety standard above the minimum identified in the CARA guideline.
- Consult review comments from previous CARA records to improve safety standards based on the advice from the previous supervisors of the activity at the school.
- Prior consultation and collaboration with local expertise (e.g. Department of Environment, Tourism, Science and Innovation [for track closures] and Rural Fire Service) is required 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, Tourism, Science and Innovation, local councils or private landholders), if applicable.
- Reference to Australian Adventure Activity Standard, Bushwalking Australian adventure activity good practice guide is required when planning this activity.

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, such as epilepsy) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. • 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. • 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 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) and incorporate the advice from local authorities. • 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) and incorporate advice from off-site facility, if relevant. • Access is required to first aid equipment and consumables suitable for foreseeable incidents.	☑
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). Rule-reminders are to be provided throughout the activity.	☑
Consent Parent consent is required for all activities conducted off-site and all extreme risk level activities conducted onsite. It is strongly recommended that parent consent is obtained for high risk level activities conducted on-site.	☑

Risk Management Details

Supervision

Principals, in consultation with the qualified adults, make final supervision decisions for the activity that considers the local context.	
Appropriate adult supervision must be provided to manage the activity safely i.e. prevent an incident from occurring and manage an incident if one were to occur, including managing emergency situations. The principal must give active consideration to the minimum standards set in the CARA guideline for the activity, the CARA planner and the risk assessment when determining the appropriate level of supervision. See Number of adult supervisors (below). Participants must adhere to all rules and advice communicated by the facility operator/owner and any safety signage at the facility/location. Before the activity, all adult supervisors: • must be familiar with the contents of the CARA record, including the Emergency and Supervision Plans. During the activity, all adult supervisors: • must provide active and direct supervision – be constantly vigilant, attentive and rescue ready • must comply with control measures from the CARA record and adapt as hazards arise • must not rely on students to recover a person in difficulty at any time • 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. The activity must be suspended if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms). Number of adult supervisors Principals, in consultation with the qualified adults of the activity, determine the final number of supervisors to fulfil instructional, emergency and supervision roles for the local context that consider Bushwalking Australian adventure activity good practice guide, the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs. In some instances, the final supervision ratio may be 1:1. If the minimum safety standard cannot be met, modify the activity (or elements of it) and use the hierarchy of controls to implement alternative control measures to meet or exceed the minimum safety standard (e.g. reduce the number of students participating at any one time). *See FAQ's for further support.	☑
Before this activity, Bunyaville EEC staff are familiar with the contents of the CARA record. CARA's are available on Bunyaville EEC website for viewing. When orienteering occurs in the forest visiting staff/adults are asked to be: 1 at the back and 1 in the middle. Ratios adhered to. Safety talk given to students prior to walk.	

Supervisor Qualifications

Qualifications support the minimum safety standard for this activity. Principals make final decisions* in determining supervisor capability (competence, relevance and currency) and whether the activity leader meets an appropriate teaching standard. *See FAQ's for further support.	

All adult supervisors must comply with the working with children authority—blue cards procedure.	☐
Qualified adults for the activity **Recovery/emergency – CPR, First aid, Rescue**	
An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include: • HLTAID009 Provide cardiopulmonary resuscitation (CPR) • HLTAID010 Provide basic emergency life support • HLTAID011 Provide first aid • HLTAID012 Provide emergency first aid response in an education and care setting; • or equivalent competencies. An adult with concussion management knowledge or training is recommended. Consult Concussion in sport resources.	☑
At least one adult supervisor is: **Medium risk level**	
a registered teacher with competence (knowledge and skills) in the teaching of orienteering; or	☑
an adult supervisor, working under the direct supervision of a registered teacher, with Orienteering Instructor coaching accreditation from Orienteering Queensland or equivalent.	☐
*See FAQ's for further support.	

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.	☑
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 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 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.	☑
Students to wear closed in shoes. Apps used on devices are had a digital risk review completed and visiting schools are given a blurb to provide to parents of visiting schools notifying them of the potential use of a device.	

Hazards and Control Measures	
Environmental hazards	
Animal bites/diseases - 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 insect viruses and allergies.	☑
Environmental conditions - Weather, surfaces, surrounds • Assess weather conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. • Follow the school's sun safety policy, including appropriate clothing, sun protection (e.g. sunscreen) and shade facilities when outside. • Follow the managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions. • 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. • Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.	☑
Facilities and equipment hazards	
Vehicles When courses expose students to traffic and/or roads, ensure they have been instructed to be aware of vehicles and adhere to pedestrian road rules.	☑

Student considerations	
Injury Students aware of the location of emergency and first-aid equipment.	☑
Physical exertion - Exhaustion and fatigue • Establish rest stops, considering the age and fitness level of students. • Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. • Instruct students to proceed 'at their own pace' to avoid over exertion. • Continually monitor participants for signs of fatigue and exhaustion. • Adopt system of signals to clearly communicate the need for assistance if in difficulty.	☑
Student issues - 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). Brief students on: • basic first aid procedures for biological hazards they may encounter (e.g. ticks, leeches) • appropriate behaviours to help keep themselves safe during the activity, including procedures if they become lost or injured • appropriate toileting procedures for the duration of the event • relocation techniques • predetermined safety bearings (e.g. easily identifiable geographic feature) and how to use them • use of the emergency whistle • the set finishing time and the requirement to return at that time, whether or not they have completed the course • areas that are out of bounds. Maintain contact between all group members through regular checks on group numbers. Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants when participating off-site before, during and after the activity. Appoint designated group roles (e.g. leader, group member, tail end).	☑
Visibility Have students wear easily identifiable clothing (e.g. high visibility rash vest). Ensure staff can easily recognise those students with health support needs and are familiar with their needs.	☑
Additional links Orienteering Australia Orienteering Queensland	
Students are always with a supervising adult.	

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.