



Department of
Education

APPENDIX K: ORIENTEERING, ROGAINING AND NAVIGATION

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ORIENTEERING, ROGAINING AND NAVIGATION

This document contains specific requirements related to orienteering, rogaining and navigation activities, and must be read in conjunction with the *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures*.

1. BACKGROUND

Orienteering, rogaining and navigation activities focus on the use and interpretation of maps in outdoor environments, with or without the aid of a compass for navigation. These activities are generally suitable for a wide range of age groups. Beginners may be introduced to these skills using a simple map to locate points around a school environment. As a student's skill set progresses, they may be challenged by completing more difficult courses in natural and urban environments.

If orienteering, rogaining and/or navigation activities are planned during a school camp, then the mandated requirements in Appendix G: Camping activity-specific document will also apply.

DEFINITIONS

ASSISTANT SUPERVISOR

Assists the Qualified Supervisor and or Department Teacher-in-charge. Has recent and relevant experience in the activity at the level being offered to students

DEPARTMENT TEACHER-IN-CHARGE

The member of the teaching staff, employed by the Department of Education (or an Approved Provider) and is to manage the school activity (for information relating to Approved Providers refer to Appendix A: General Requirements).

NAVIGATION ACTIVITIES

An activity where participants find their way around a predetermined course using a large scale orienteering map in natural environments with or without a compass.

NATURAL ENVIRONMENT

Area of low density human population and infrastructure. Includes parkland, bushland and forests, wilderness and coastal areas (such as beaches and dunes).

ORIENTEERING

A competitive sport where participants navigate their way around a predetermined course using a large scale orienteering map with or without the use of a compass, at speed.

QUALIFIED SUPERVISOR

Has the required qualifications, skill, experience and technical knowledge to instruct the activity.

REMOTE OR ISOLATED AREAS

Includes any location where medical emergency assistance is more than one hour away by road and/or air.

ROGAINING

The sport of long distance cross-country navigation in which teams of two to five members visit as many checkpoints as possible in 24 hours.

URBAN ENVIRONMENT

Human settlement area with high density population and the infrastructure of a built environment.

2. ENVIRONMENT

The suitability of an activity location is determined after considering the:

- skills, experience and capacity of each student
- location risks such as river crossings, exposed areas, slippery rocks, cliff and rock faces
- level of access to paths, roads and communication.

Many walking trails have been graded according to the Australian Walking Track Grading System, a voluntary industry standard:

Grade of walk	Gradient	Quality of path	Distance	Experience required
1	Flat	Well-formed track. Universal accessibility.	< 5km	None
2	Gentle hills	Formed track	< 10km	None
3	Short steep hills	Formed track, some obstacles	< 20km	Some. Moderate level of fitness.
4	Very steep sections	Rough track, many obstacles	N/A	Experienced
5	Very steep and difficult	Rough, unformed track	N/A	Very experienced with specialist skills including navigation and emergency first aid.

School groups using national parks should consult the Department of Biodiversity, Conservation and Attractions (DBCA) Emergency WA regarding fire bans, smoke, park closure alerts and updates that may affect their proposed activity.

Many sites have access restrictions. Written permission must be gained from the relevant authority (DBCA regional office, local land management body, lease holders or private property owner). These organisations/owners can also be consulted for information about:

- route planning (including evacuation)
- alternative routes in the event of restricted access
- shelter, toilets, drinking water availability along the planned route
- procedures to follow when there is a risk of bad weather, storms, bushfires and/or other changes to the environment.

Orienteering courses must have clearly recognisable and pre-determined boundaries.

Weather considerations

Weather conditions must be assessed and monitored:

- in the days leading up to the activity
- on the day of the activity
- throughout the activity.

The Department Teacher-in-charge must continue to assess conditions and comply with fire ban regulations. The supervisory team may need to modify, relocate or cancel the activity at any time. Check the Bureau of Meteorology for up to date conditions and weather warnings.

Orienteering, rogaining and navigation activities are not to be undertaken in any area where high alert weather conditions are forecast and/or any area where the fire danger rating is extreme or above. Refer to the Department of Fire and Emergency Services and/or

EmergencyWA for fire alerts or fire danger ratings or contact the local shire as part of an environmental check.

If orienteering, rogaining, cross-country navigating or camping during the fire restriction season, plan a route that allows for evacuation and confirm that the group has access to current fire information via radio, mobile or satellite phones providing bulletins from a manned base.

Leave No Trace practices are observed at all times, particularly in environmentally sensitive areas as some walking areas cannot sustain frequent usage by groups (dunes, caves).

If planning activities in a national park, permissions from the relevant Department of Biodiversity, Conservation and Attractions office is required (groups are to complete the Lawful authority form to conduct non-commercial activities on CALM Act land and submit it for approval).

Groups using the Bibbulmun Track, and the Cape to Cape Track will need to complete a notification of intent. See the Department of Biodiversity, Conservation and Attractions (DBCA) for trail updates, maps and conditions.

Guidance

Other sources of information may include:

- *the venue manager*
- *Department of Biodiversity, Conservation and Attractions*
- *the Western Australian Police*
- *the local ranger, lease holder, private property owner or land manager*
- *experienced bushwalkers and rogainers*
- *orienteering or rogaining clubs or associations*
- *other schools that have conducted similar activities at that location*
- *Outdoors WA and other external providers.*

Possession of a map does not confer the right of entry to private property on some public reserves. Prior permission to use an area should always be obtained.

A member of the supervisory team should survey the area to update the map, where necessary.

The most suitable natural areas for orienteering have open forest, a network of tracks and clear boundaries. A fire danger rating of Extreme or above may trigger the closure of DBCA trails and facilities.

3. CAPACITY OF STUDENTS

Prior to commencing the program, the Department Teacher-in-charge must confirm that each student has the capacity to participate safely.

If orienteering, rogaining and/or navigation activities are combined with other recreation and/or outdoor education activities, relevant mandated activity-specific requirements will also apply.

Alternative, modified or adjusted activities should be provided for students who have limited capacity to participate.

Students with a disability or impairment may participate in desired activities provided adequate safety and control measures are implemented. Specific consideration is given to:

- the type and level of disability or impairment
- location and access
- adjustments so that the student can access the curriculum activity on the same basis as their peers.

Students who have a medically diagnosed condition that may impact their safety, must be cleared by a medical practitioner before they can participate.

The Department Teacher-in-charge must be aware of health care maintenance and/or any intensive health care needs of students, particularly allergic reactions to stings or bites. Protective clothing should be considered for students who are susceptible.

A re-assessment of students' capacity is undertaken if any circumstances surrounding the activity change. This includes any change in the condition of the environment, their medical fitness, or their capacity to undertake the activity.

4. STUDENT HEALTH CARE

Refer to Appendix A: General Requirements for further guidance.

5. ACTIVITIES

Introductory activities should take place on school grounds or open areas before commencing courses in natural environments.

The full range of proposed activities (particularly when combining with other recreation and outdoor education activities) is assessed to determine whether students have the required skills to safely participate.

Route planning takes into account the availability of shelter, adequate and safe water supplies, and an escape route.

The area to be used for the activity is included in a map of the site, with distinct contour features marked.

In the initial stages of learning, or when in remote natural settings, supervisors should rove the site and be positioned near control points and/or the extremities of the course.

A finishing time is set. All students must return to the pre-determined assembly area at the designated time, irrespective of whether or not they have completed the activity.

River crossings can be extremely hazardous. Groups **must not** attempt a river crossing if the location or other elements are considered to be dangerous (for example, during periods of flooding; where the depth, speed, bottom load or ability of the group is unknown; or in an estuarine crocodile habitat). Where possible, courses should avoid river crossings that require students to enter the water.

Guidance

Students should initially be trained in map reading in an open area that is familiar to them.

Navigation activities in natural settings should only be undertaken by students who are confident navigators and have a good understanding of contour interpretation.

Out of bounds areas should be marked on the maps for the activity.

Inexperienced students should be accompanied by a supervisor.

River crossings

River and creek crossings require careful planning and assessment of a number of factors on the day. The decision to cross, and the way in which the crossing might be made, is determined after considering:

- *access points*
- *the nature of the river bottom*
- *the depth and current*
- *the energy, capacity and swimming ability of group members*

- weather
- obstructions/obstacles
- the time of day.

Rivers can be crossed using a bridge, various craft, rafts and/or Tyrolean Traverses (using a fixed line to cross from one point to another). Tyrolean Traverses should only be attempted if a supervisor is a Qualified Supervisor with the required knowledge and experience in this activity.

Strategies should be considered when assisting students as they cross a river or creek and include:

- a line astern (single file), wedge formation, circle of support, or one person with support (for example, a stick or paddle)
- the use of stronger participants to carry backpacks and other equipment
- the placement of stronger participants at strategic points across the river
- the placement of upstream spotters for hazards floating downstream
- downstream back-ups with a rope to aid distressed students
- buddying less able students with those who are more capable (in groups of two or three)
- establishing a safety rope
- finding another crossing.

6. EQUIPMENT

All equipment must be checked to confirm that it is appropriate for the activity, safe and in working order.

Prior to the commencement of the activity, the Department Teacher-in-charge confirms that participants have easy access to:

- highly visible clothing that is appropriate for natural settings and potential weather conditions, with a particular emphasis on protection from sun, wind, rain, cold and heat conditions. Consideration should be given to woollen or thermal synthetic garments that provide more warmth, and long trousers in an off-trail setting
- a broad rimmed or Legionnaire style hat
- a backpack (if necessary) that ideally, does not exceed one quarter of the body weight of students, and one third of the body weight of adults
- a broad-spectrum, water-resistant sunscreen, applied as per manufacturer's instructions;
- insect repellent
- safe, sturdy footwear that is appropriate for the duration of the activity (for example, walking shoes, joggers or sandshoes)
- sufficient drinking water for the duration of the activity (and/or supplied at control points if possible)
- a watch or alternative time telling device
- a waterproof map of the planned route or GPS coordinates
- an emergency whistle and/or head-torch, as relevant.

Supervisors require:

- a waterproof copy of the route plan, map and compass
- a copy of the risk management and emergency response plans
- emergency communication equipment as appropriate to the location, such as a mobile or satellite phone, radio, Emergency Position-Indicator Radio Beacon (EPIRB) or Personal Locator Beacon (PLB) and details of the nearest landline numbers
- readily accessible emergency equipment (whistle, torch, fire-lighting equipment)
- readily accessible first aid equipment. The first aid kit must include items appropriate to the type of training, location, duration, size and needs of the group. For larger groups, two kits may be required
- knowledge of where shelter, toilets, drinking water etc. might be found at the location
- tools for proper waste disposal (for example, a trowel).

Mobile phones must be available for use in an emergency situation (with allowance made for the fact that they do not operate in all localities). Where there is no mobile phone coverage, UHF radios should be used. A satellite phone is an alternative option.

Guidance

If carrying backpacks, equipment may need to be shared amongst the group to manage weight limits. As part of the briefing for an extended or overnight course, students should be instructed how to organise belongings in their back pack so that their centre of gravity and comfort is not affected.

7. THE SUPERVISORY TEAM

Refer to Appendix A: General Requirements for further guidance.

8. EXTERNAL PROVIDERS

The Department Teacher-in-charge must ensure that external providers are made aware of the documentation they need to provide, or that must be sighted.

External providers must follow all mandated requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures and will be asked to supply copies of certain documentation, and/or make them available for the Department Teacher-in-charge to sight. External providers should familiarise themselves with Appendix A: General Requirements and Appendix D: External Provider Checklist.

9. MINIMUM QUALIFICATIONS AND COMPETENCIES

The Department Teacher-in-charge must confirm the supervisory team members possess skills in navigation, and have the appropriate recent and relevant experience, knowledge and skills to identify and manage potential risks at any stage during orienteering, rogaining and navigation activities.

Guidance

It is recommended that supervisors maintain evidence of their recent and relevant experience through the use of a logbook, or similar.

Refer to Appendix A: General Requirements for mandated:

- first aid qualifications; and
- evidence requirements of qualifications competencies and recent and relevant experience.

Minimum qualifications and/or formal training accreditations:

A Qualified Supervisor must hold a relevant current first aid certificate including current cardio-pulmonary resuscitation (CPR) accreditation. In the case where the group is in an isolated or remote area, a member of the supervisory team must have the appropriate first aid qualifications for remote areas. Remote or isolated areas include any location where medical emergency assistance might be more than one hour away, by road, air or water. Refer to the Appendix S: Swimming and Water Based Activities activity specific document for mandated qualifications and supervision requirements that apply if students will be going into water, or if water is likely to be an inherent risk.

Refer to the Appendix G: Camping activity specific document for mandated qualifications and supervision requirements that apply if students will be camping overnight.

Guidance

It is recommended that supervisors taking students into natural environments hold a:

- Orientation Instructor qualification (available through Orienteering Western Australia) or
- relevant units in Orienteering and/or cross country navigation completed as a part of a Certificate III (or higher) in Outdoor Recreation or Outdoor Leadership.

Skills and experience

The Department Teacher-in-charge must confirm that the supervisory team:

- has experience in the activity at the level being offered to students
- has at least one member with current first aid
- has at least one member with a current CPR qualification
- understands the emergency responses and supervision responsibilities.

10. MINIMUM LEVELS OF SUPERVISION

Supervisory requirements must take into consideration the:

- Purpose and type of activities to be undertaken
- age, capacity, experience and skills of each student
- qualifications, capacity and experience of the supervisor/s
- students' medical conditions or disability/impairment
- location and nature of the environment (for example, local or remote, school, parkland, unfamiliar bushland) and
- weather conditions.

Greater supervision may be required for less able students.

Students not directly involved in activities must be supervised.

Inexperienced students should work in pairs or small groups of greater ability.

The Department Teacher-in-charge determines group size after considering route characteristics, land manager restrictions and environmental considerations.

NAVIGATION ACTIVITIES: URBAN ENVIRONMENTS

Kindergarten - Year 3

There must be two supervisors at all times:

- one Qualified Supervisor for every 22 students of part thereof and
- one supervisor for every six students or part thereof (including the Qualified Supervisor).

Year 4 - 6

There must be two supervisors at all times:

- one Qualified Supervisor for every 22 students of part thereof and
- one supervisor for every 11 students or part thereof (including the Qualified Supervisor).

Year 7 - 12

It is recommended that there are two supervisors at all times:

- one Qualified Supervisor for every 22 students of part thereof.

NAVIGATION ACTIVITIES: BUSHLAND ENVIRONMENTS

Kindergarten - Year 3

This activity is not recommended for students in Kindergarten to Year 3.

Year 4 - 6

There must be two supervisors at all times:

- one Qualified Supervisor for every 22 students of part thereof and
- one supervisor for every six students or part thereof (including the Qualified Supervisor).

Year 7 - 12

There must be two supervisors at all times:

- one Qualified Supervisor for every 22 students of part thereof and
- one supervisor for every 11 students or part thereof (including the Qualified Supervisor).

The following table provides the minimum supervision requirements for common group sizes. Groups may be larger than those indicated here but must remain within the prescribed supervision ratios and any limits set out earlier in this document.

Activity	Year level	Number of students	Qualified Supervisor	Assistant Supervisor	Total supervisory team
Orienteering, rogaining and navigation activities: In urban environments	K - 3	1 - 12	1	1	2
		13 - 18	1	2	3
		19 - 22	1	3	4
		23 - 24	2	2	4
		25 - 30	2	3	5
	4 - 6	1 - 22	1	1	2
		23 - 33	2	1	3
	7 - 12	1 - 22	1	0	1
		23 - 44	2	0	2
Orienteering, rogaining and navigation activities: In natural environments	K - 3	Not recommended			
	4 - 6	1 - 12	1	1	2
		13 - 18	1	2	3
		19 - 22	1	3	4
		23 - 24	2	2	4
		25 - 30	2	3	5
	7 - 12	1 - 22	1	1	2
		23 - 33	2	1	3

If land managers or government agencies stipulate maximum numbers of participants, schools must adhere to these requirements.

Guidance

It is recommended that for all activities:

- a buddy system be established so students can monitor and check the safety and wellbeing of a partner
- lost buddy procedures are outlined to all participants.

Overnight stays

Refer to the [Appendix G: Camping](#) activity specific document and for further guidance on overnight stays.

11. SUPERVISION STRATEGIES

The Department Teacher-in-charge must establish supervision strategies to confirm that the safety and wellbeing of students are maintained at all times.

The Department Teacher-in-charge is to determine the roles of supervisors, the number of supervisors and the method of supervision.

Supervisory strategies for orienteering, rogaining and navigation activities must be considered in accordance with the:

- age, experience and ability of the students
- student medical conditions, disabilities or impairment
- type or purpose of the activity to be undertaken
- nature of the environment and weather
- location of the activity.

Supervision strategies must address the circumstance where students are not in clear view of the supervisors.

Guidelines

At competitions such as the WA Schools Orienteering Championships, teachers are normally not allowed on the course. Orienteering WA uses volunteers from its membership to patrol the courses and monitor students.

12. IDENTIFICATION OF PARTICIPANTS

In all settings, students should always be clearly visible.

The Department Teacher-in-charge must employ systems for identifying students that may include the wearing of school shirts, uniforms, school or other hats, vests, sashes, armbands, name tags and/or stickers.

Each identification system may be used in combination with others.

Supervisors should carry brightly coloured equipment and/or wear coloured clothing that promotes visibility.

Refer to Appendix A: General Requirements for further guidance about the identification of students.

13. COMMUNICATION STRATEGY

Refer to Appendix A: General Requirements for further guidance.

14. RISK MANAGEMENT PLAN

Refer to Appendix A: General Requirements and Appendix B: Risk Management Plan for further guidance.

15. EMERGENCY RESPONSE PLAN

Refer to Appendix A: General Requirements and Appendix C: Emergency Management Plan, for further guidance.

16. BRIEFING STUDENTS AND SUPERVISORS

The Department Teacher-in-charge must confirm that all participants are briefed about:

- the educational purpose (learning intentions) and the cooperative nature of the activity
- components of the activity (including skills required)
- standards of behaviour, including roles and responsibilities
- hazard identification and safety requirements
- buddy practices and procedures that will be followed if members of the party are overdue, or become lost or separated from the group (refer to Appendix F: Bushwalking - Appendix 1)
- physical boundaries marked for the activity
- communication signals to gain attention and request assistance
- emergency and evacuation procedures
- minimal impact principles for that location (Leave No Trace principles).

In addition to the above, the Department Teacher-in-charge must confirm that the supervisory team have been briefed about the following:

- the role and location of supervisors
- maintaining supervision ratios (including of those students not involved in the activity)
- modified/adjusted activity requirements for students with a disability or impairment
- the system for identifying students and supervisors
- student-specific medical requirements
- conditions associated with hypothermia, sunburn and dehydration

- communication strategies that will be used throughout the activity, including designated signals to gain the attention of the whole group, and to identify when emergency assistance is required
- location of first aid kit and emergency/rescue equipment
- appropriate clothing for the activity and weather conditions, including thermal and sun protection
- aspects of the environment and expected weather conditions.

Special information sessions must be arranged for students or staff who were absent from preparatory briefings.

17. INFORMED CONSENT

Refer to *Appendix A: General Requirements* for further guidance.