



Department of
Education

BUSHWALKING AND ORIENTEERING

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BUSHWALKING, ORIENTEERING AND CROSS COUNTRY NAVIGATION

This document contains specific requirements related to bushwalking, orienteering and cross country navigation, and must be read in conjunction with the *Outdoor Education Activities Procedures and General Requirements for all Outdoor Education Activities (Appendix A of Outdoor Education Activities Procedures)*.

BACKGROUND

Students participate in bushwalking as a short (hour or two) walk, a day walk, long or multi day walk, outdoor education expedition, or as part of an overnight hike, and in environments that include urban areas, bush and/or coastal regions.

Orienteering focuses on the use and interpretation of maps in outdoor environments, with the aid of a compass for navigation. Students participate in activities that require the use of a map (including contour) in the school, base-camp grounds or parklands, and bushland.

While relevant to rogaining, this decision making guide does not address the activity-specific requirements of the sport.

ENVIRONMENT

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

- skills, experience and capacity of each student, the planned activities and supervision required;
- objective dangers (e.g. river crossings, exposed areas, slippery rocks, cliff and rock faces); and
- 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.

<i>Grade of walk</i>	<i>Gradient</i>	<i>Quality of path</i>	<i>Quality of markings</i>	<i>Experience required</i>
1	Flat	Well-formed track	Clearly sign posted	None
2	Gentle hills	Formed track	Clearly sign posted	None
3	Short steep hills	Formed track, some obstacles	Sign posted	Some
4	Very steep	Rough track, many obstacles	Limited signage	Experienced
5	Very steep and difficult	Rough, unformed track	No signage	Very experienced

School groups using the Bibbulmun Tracks or Cape to Cape (or other areas) should consult the *Department of Biodiversity, Conservation and Attractions* 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 (Parks and Wildlife 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 (etc.) availability at the location/venue; and
- procedures to follow when there is a risk of bad weather, storms, bushfires and/or other changes to the environment.

Orienteering courses must sit within a clearly defined area and have recognisable boundaries that can be clearly defined.

Weather considerations

Bushcraft activities must be avoided in high-risk bush fire areas or when the fire danger rating for the area is Very High or above. Refer to [Department of Fire and Emergency Services](#) for fire alerts or fire danger ratings or contact the local shire as part of an environmental check.

If bushwalking or camping during the fire restriction season, plan a route that allows for evacuation and confirm that the group has access to up to date fire information via radio, mobile or satellite phones providing bulletins from a manned base.

Weather conditions need to be assessed and monitored in the days leading up to the activity, on the day of the activity and throughout the activity, to determine 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.

Guidance

Where practical, the Department employee in charge should have first-hand knowledge of the location. Other sources of information may include:

- *the venue manager;*
- *Parks and Wildlife Service,*
- *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 which have conducted similar activities at that location; Outdoors WA; or*
- *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 bushland areas for orienteering have open forest, a network of tracks and/or clear boundaries.

Minimal impact practices are observed at all times, particularly in environmentally sensitive areas as some walking areas cannot sustain frequent usage by groups (dunes, caves).

The Department of Biodiversity, Conservation and Attractions's Parks and Wildlife Service (PAWS) considers school activities as non-commercial events and requires the relevant application form (Non-commercial Government organisations application form (including state schools)) to be submitted and approved by the relevant Department of Biodiversity, Conservation and Attractions district office.

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 for trail updates, maps and conditions.

A fire danger rating of Very High or above may trigger the closure of PAWS trails and facilities.

Fires are only lit in approved areas or in existing fireplaces. Fuel stoves are used wherever possible (for further information about stoves and fires, refer to Camping).

For overnight or multi-day walks, the selection of venues should also take into account:

- *campsite /shelter availability;*
- *access to facilities;*
- *weather conditions;*
- *emergency procedures;*
- *access to communication;*
- *age, fitness and medical condition of the students;*
- *See Camping (link to this guide) for overnight stays; and*
- *advice from local rangers, land managers and other sources*

It is recommended that when available, serviced camp sites should be used for students who are inexperienced at camping.

CAPACITY OF STUDENTS

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

Students may require additional skills if they are to participate safely in navigating, hiking, camping, and swimming activities. See the relevant supporting document for the specific activity for further information, qualifications and supervision requirements that apply.

STUDENT HEALTH CARE

Refer to the *General Requirements for all Outdoor Education Activities* (Appendix A of Outdoor Education Activities Procedures) for further guidance.

ACTIVITIES

Bushwalking

The full bushwalking program is assessed before final decisions are made about selected activities.

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

The speed and strength of the weakest member of the group is taken into consideration at all times. The group should be constantly monitored for fatigue and dehydration.

Extra time is allocated at the beginning of the walk for the adjustment of clothing, footwear and backpacks.

River crossings can be extremely hazardous. Groups must not attempt a river crossing if the location or other elements are considered to be dangerous (e.g. during periods of flooding; where the depth, speed, bottom load or ability of the group is unknown; or in an estuarine crocodile habitat).

Guidance

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 taking the following aspects into consideration:

- *access points;*
- *the nature of the river bottom;*
- *the depth and current;*
- *the energy, capacity and swimming ability of group members;*
- *weather;*
- *obstructions/obstacles; and*
- *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 knowledgeable in the set up and execution). See Minimum Qualifications and Competencies section for information regarding qualifications required for complex single rope techniques for crossing a river.

The following strategies should be considered when assisting smaller, less-able students as they cross a river or creek:

- *line astern (single file), wedge formation, circle of support, or one person with support (e.g. 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; and/or*
- *finding another crossing.*

Orienteering

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

The full range of proposed activities (e.g. camping, swimming, cycling etc.) is assessed to determine whether students have the required skills to safely participate. Qualifications and supervision requirements for those various activities apply (refer to the relevant supporting document for the specific activity).

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

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

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

Guidance

Where practical, the Department employee in charge should have first-hand knowledge of the location and the land features.

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

The use of distinct contour features on the map is helpful.

Bush navigation activities should only be undertaken by students who are confident navigators and have a basic understanding of contour interpretation.

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

Activities are planned to finish well before dark (e.g. at least one hour).

Inexperienced students should participate in groups of four.

EQUIPMENT

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

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 bushwalk, students should be instructed how to organise belongings in their back pack so that their centre of gravity and comfort is not affected.

Prior to the commencement of the activity, the Department employee in charge confirms that participants have easy access to the following items:

- highly visible clothing that's appropriate in bush settings and potential weather conditions, with a particular emphasis on protection from sun, wind, rain, cold and heat conditions (woollen or thermal synthetic garments provide more warmth in cold or wet conditions. Shorts are better than long trousers for bushwalking, except in off-trail, scratchy bush);
- 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 (e.g. walking shoes, joggers or sandshoes. Thongs, sandals and clogs are not appropriate);
- sufficient drinking water for the duration of the activity (and/or supplied at control points if possible);
- a watch;
- a waterproof map of the planned route or GPS coordinates; and
- an emergency whistle and/or torch, as relevant.

Supervisors require:

- waterproof copy of the route plan, map and compass;
- 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 (e.g. whistle, torch, fire-lighting equipment);
- readily accessible first aid equipment, (preferably carried by the supervisor at the rear of the group). 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 need to be carried;
- knowledge of where shelter, toilets, drinking water etc. might be found at the location; and
- tools for proper waste disposal (e.g. a trowel).

Guidance

For extended/overnight walks, the following items are recommended:

- a map, a route plan, whistles and compasses (students should know how to use these items);
- a comfortable, well-fitting backpack;
- a warm sleeping bag appropriate for the conditions, and a sleeping mat;
- a suitable hiking tent with sewn-in floor and waterproof ground sheet;
- fire starting equipment, cooking and eating utensils;
- food, including supplementary energy food for emergencies;
- water - at least two litres per person per day;
- a stove with fuel (in some areas);
- a waterproof pack-liner (e.g. a strong garbage bag);
- a mirror (for signalling purposes if lost);
- a torch with spare batteries and globe;
- a plastic bag for carrying rubbish;
- a small plastic trowel for burying faeces;
- a waterproof rain jacket with a hood, a change of clothes in a waterproof bag, socks, gloves; and
- a toiletry bag.

Reference: Department of Education and Training NSW, Sports Unit, 2015.

THE SUPERVISORY TEAM

Refer to the General Requirements for all Outdoor Education Activities (Appendix A of Outdoor Education Activities Procedures) for further guidance.

EXTERNAL PROVIDERS

Refer to the General Requirements for all Outdoor Education Activities (Appendix A of Outdoor Education Activities Procedures) for further guidance.

MINIMUM QUALIFICATIONS AND COMPETENCIES

The Department employee in charge must confirm that the supervisory team members possess skills in navigation and bushcraft, and have the appropriate experience, knowledge and skills to identify and manage potential risks at any stage during bushwalking activities.

If undertaking an extended overnight and multi-day walk, all members of the supervisory team must:

- be experienced and competent bushwalkers;
- have experience in lightweight camping;
- be proficient in the use of maps and compasses; and

- have knowledge of search, rescue and emergency procedures.

Supervisors may maintain evidence of their qualifications and experience in bushwalking activities through the use of a log book, or similar.

Refer to *General Requirements for all Outdoor Education Activities* (Appendix A of *Outdoor Education Activities Procedures*) for mandated:

- first aid and CPR accreditation requirements; and
- components of qualifications and competencies.

Minimum qualifications and/or formal training accreditations:

At least one member of the supervisory team must have relevant first aid qualifications for the location and current CPR accreditation.

If the group is in an isolated or remote area, at least one member of the supervisory team must have advanced first aid qualifications. Remote or isolated areas may include any location (or circumstances) where outside assistance might be more than 1 hour away.

Refer to *Swimming and Water Based Activities* supporting document for 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 *Camping* supporting document for qualifications and supervision requirements that apply if students will be camping overnight.

Bushwalking

The Department employee in charge and/or at least one member of the supervisory team must hold a current, activity-specific qualification or have attained current, activity-specific competencies from a recognised tertiary institution or Registered Training Organisation (RTO) including:

- Certificate III or higher qualification with a bushwalking skill set (minimum *Bushwalking Guide* as part of the Sport and Recreation Training Package (SIS10); or
- registration with the *National Outdoor Leadership Registration Scheme* (NOLRS) as a *Bushwalking Guide* or instructor in appropriate bushwalking activity area; or
- an equivalent qualification, as recognised by the Director General; and
- documented evidence of bushwalking skills and relevant supervision experience.

Where students undertake activities in low-risk controlled environments (i.e. Grade 1 track) located within, or close to the school site, no formal bushwalking qualifications are required.

If complex single rope techniques are required for crossing a river or a gully, a current appropriate qualification or competency (e.g. SISOWWR403A: *Perform complex white water rescues and recoveries* or equivalent) is required and should form part of the risk management plan.

Orienteering

In all navigational activities conducted off the school site, at least one member of the supervisory team must hold a current, *activity-specific qualification* or attainment of current,

activity-specific competencies gained through a recognised tertiary institution or training organisation, such as:

- a minimum of a Level 0 Coaching qualification (available through [Orienteering Western Australia](#));
- a relevant set of nationally agreed competencies registered through the NORLS;
- attainment of a Certificate III (or higher) in a VET Outdoor Recreation qualification; or
- an equivalent qualification as recognised by the Director General.

Guidance

For current information about recreation industry training, refer to the [Commonwealth Department of Education and Training](#).

It is recommended that supervisors leading walks into fragile, remote and/or physically demanding environments (e.g. designated wilderness areas, untracked areas) hold a recognised bushwalking qualification or a relevant nationally agreed set of competencies registered through the NORLS.

Information about NORLS is available through [Outdoors WA](#).

Skills and experience

The Department employee 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 relevant qualifications;
- has at least one member with a current CPR qualification; and
- understands the emergency responses and supervision responsibilities.

MINIMUM LEVELS OF SUPERVISION

Supervisory requirements must take into consideration the:

- purpose of the activity;
- age, capacity, experience and skills of each student;
- qualifications, capacity and experience of the supervisor(s);
- types of activities to be undertaken;
- students' medical conditions or disabilities;
- characteristics of the route;
- location and nature of the environment (e.g. local or remote, school, parkland, unfamiliar bushland); and
- weather conditions.

Greater supervision must be provided for beginners, primary aged or less able students who are participating in activities off school grounds.

Students not directly involved in activities must be supervised.

Inexperienced students should work in pairs or small groups.

Different levels of supervision are required for those activities:

- requiring an overnight stay; or
- undertaken in controlled and uncontrolled environments.

The group size (to a maximum of 22 students) is determined after considering route characteristics, land manager restrictions and environmental considerations.

The following teacher to student supervision requirements are a minimum and form part of the risk assessment the nominated Department employee must consider.

	<i>Activity</i>	<i>Grade of walk</i>	<i>Number of qualified supervisors to students</i>	<i>Number of assistant supervisors to students</i>
BUSHWALKING	Walking within or close to the school site	1	NA	1:11
	Day walk (all ages)	2+	1:22	1:22
	Overnight and multi-day walks (primary students)	2-3	1:22	1:8
	Overnight and multi-day walks (secondary students)	2+	1:22	1:22
ORIENTEERING	General navigation activities on school grounds	1-2	NA	1:22
	In bushland settings away from school grounds	2+	1:22	1:22

Bushwalks in fragile, untracked, physically demanding, remote or isolated environments

Bushwalks in these areas require a higher level of planning, student preparation, and staff supervision. The minimum level of supervision is:

- there must be a minimum of two supervisors at all times;
- one of the supervisors must be a qualified supervisor for every 22 students or part thereof; and
- the other supervisor must be experienced in the activity.

In such environments, participants must be organised into subgroups of up to eight (8) students with at least one supervisor.

A qualified lead supervisor should be with the student group at the front; a strong or experienced walker should remain at the rear of the group to provide supervision and support for slower walkers.

The lead supervisor for the whole group should make regular checks on group numbers and confirm that contact between all supervisors is maintained; and

The skills and experience of the supervisors and contingency plans for this strategy must be documented within the risk management plan (this information may be provided to parents, guardians or carers beforehand).

Except in emergency situations, the group should stay together unless the teaching of a particular skill requires the group to be split. In this case an adequate level of supervision of all students must be maintained.

Guidance

Best practice recommendation for bushwalks in fragile, untracked, physically demanding, remote or isolated environments, an additional qualified or experienced supervisor should be available to support one or more of the subgroups in an emergency

Schools should adhere to maximum numbers of participants and supervisor to student requirements where stipulated by land managers or government agencies.

Overnight stays

Refer to the [Camping](#) supporting document and appendix for further guidance on overnight stays.

SUPERVISION STRATEGIES

Supervision strategies must be established to confirm that the safety and wellbeing of students is maintained at all times.

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

For bushwalking, it is recommended that:

- the walking pace be restricted to accommodate the slowest member of the group;
- all participants maintain a line of sight with the person in front and behind them. If the person behind them is not visible, they slow down or stop to allow that person to catch up. They also advise the person in front that they are stopping or slowing down;
- no participant leaves the group for any reason (including comfort stops) without advising the lead or tail end supervisor;
- supervisors conduct regular head counts of the group, particularly at track junctions and/or in difficult conditions;
- a pre-designated distance is kept between the front and back supervisor; and
- pre-determined stops are arranged en route.

Guidance

It is also recommended that for bushwalking:

- *rules are established for all students remain in close proximity to supervisors (the distance can vary in accordance with student capacity, experience, the terrain and the weather);*
- *the group will be constantly monitored for fatigue and hydration;*
- *a whip system of travel should be put in place (e.g. a lead supervisor who is aware of the planned route and is able to direct the group to scheduled stops and a tail supervisor are designated, and all walkers are to remain in sight of each other);*
- *a buddy system will be established so that students can monitor and check the safety and wellbeing of a partner; and*
- *lost buddy procedures are outlined to all participants.*

IDENTIFICATION OF PARTICIPANTS

In bushland settings, students should always be clearly visible. Coloured clothing should take into account minimal impact on environment protocols (e.g. if following leave no trace principles, students should carry a high visibility item in case of emergency).

Systems for identifying students may include the wearing of school shirts, uniforms, school hats, other hats, vests, sashes and armbands, name tags or stickers.

Each identification system may be used in combination with others.

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

Refer to the *General Requirements for all Outdoor Education Activities* (Appendix A of *Outdoor Education Activities Procedures*) for further guidance.

COMMUNICATION STRATEGY

Refer to the *General Requirements for all Outdoor Education Activities* (Appendix A of *Outdoor Education Activities Procedures*) for further guidance.

RISK MANAGEMENT PLAN

Refer to the *General Requirements for all Outdoor Education Activities* (Appendix A of *Outdoor Education Activities Procedures*) for further guidance.

EMERGENCY RESPONSE PLAN

Refer to the *General Requirements for all Outdoor Education Activities* (Appendix A of *Outdoor Education Activities Procedures*) for further guidance.

BRIEFING STUDENTS AND SUPERVISORS

All participants are briefed about:

- the educational purpose and the cooperative nature of the activity;
- activity itinerary;
- required skills appropriate to the activity;
- participants' roles and responsibilities, including standards of acceptable behaviour and activity rules ;
- role and location of supervisors;
- system for identifying students and supervisors;
- food and water requirements;
- procedures that will be followed if members of the party are overdue, or become lost or separated from the group;
- potential hazards and safety procedures appropriate to the activity and venue;
- buddy practices and lost buddy procedures;
- health and hygiene protocols;
- areas demarcated and identified specifically for student groups;
- communication strategies that will be used throughout the activity, including a signal to gain the attention of the whole group, and a signal to be used if assistance is required;
- emergency and evacuation procedures, signals and location of emergency equipment;
- appropriate clothing for the activity and weather conditions, including thermal and sun protection;

- minimal impact principles for that location (see Leave No Trace principles);
- aspects of the environment and expected weather conditions (if appropriate); and
- route to be followed including pre-determined stops and/or meeting points along the way (if applicable).

For orienteering activities, a set finishing time will be established and must be adhered to, irrespective of whether or not students have completed the activity.

Special information sessions must be arranged for students absent from preparatory briefings.

Guidance

Supervisors are briefed about the management of dehydration, hyperthermia, hypothermia and other relevant factors (e.g. geographical position, weather patterns etc.).

For extended walks that involve an overnight hike, all participants are briefed about:

- *the use of camping equipment (see Camping);*
- *food preparation;*
- *personal hygiene in the bush;*
- *navigating and route planning;*
- *safety practices;*
- *first aid;*
- *care of the environment; and*
- *group skills.*

INFORMED CONSENT

Refer to the General Requirements for all Outdoor Education Activities (Appendix A of Outdoor Education Activities Procedures) for further guidance.

APPENDIX 1: IN THE EVENT OF SEPARATION

ADVICE FOR THE SUPERVISORY TEAM

If the whole group is lost

If the group is lost, the students must remain in one place. One supervisor takes responsibility for maintaining morale, while the Department employee in charge or a qualified supervisor attempts to locate the group's position. Possible strategies include:

- using cross-bearings;
- retracing the route to the last known bearing;
- if on a track, clearly marking a set position before walking approximately a kilometre in either direction; or
- if not on a track, walking in a fixed direction and keeping a written record of all bearings.

The qualified supervisor leading the group marks the route by breaking twigs or building rock cairns, and avoids moving to lower ground.

A cut-off time is set. At this time steps will be taken to notify outside support services and initiate the communications system, as per the *Emergency Response* plan for the activity.

If the whole group remains lost

- Where the group remains unclear about its position, the Department employee in charge or qualified supervisor locates a sheltered campsite and sets up camp.
- The group attempts to attract attention using known forms of distress signals such as SOS signals, whistle blasts, flashing mirrors or torches, or by lighting a smoky fire by day and/or a bright fire at night.
- The group listens for voices, shouts, and/or whistles.
- Water, food and energy are conserved.

If an individual group or sub-group becomes lost

- Stop and establish a base.
- Question the group as to who is missing, how long they have been missing, what their intentions might have been, and what equipment they have with them. Use this information to assess what might have happened and how large an area might have to be searched based on the students' skills and possible actions they may take.
- Send two lookouts (including one supervisor) to the nearest prominent high point with instructions on using caution and communication signals.
- Confirm that the two lookouts have food and water.
- Send a group of three (including, and under the direction of, another supervisor) to:
 - retrace steps to the point where the missing person/s was last seen;
 - look for clues of other groups along the way;
 - signal, call and listen for replies;
 - leave a note at the point last seen (instructing the lost party to remain where they are, should they return); and
 - check other possible points they might have gone to.
- The above group is given a time limit for reporting back to the Department employee in charge.

- Should resources and other factors permit, the base camp and lookout are maintained, lookouts relieved, and efforts made to be as visible and observant as possible.

At this point, a large number of variables are considered, depending on the:

- time of day;
- abilities and maturity of the students;
- equipment and food carried by the students;
- any relevant medical/psychological information;
- information collected by gathering evidence from the retracing party and other group members;
- the terrain; and
- weather.

Where specific situations have the potential to worsen, the Department employee in charge reviews the cut-off time at which steps will be taken to notify outside support services and initiate the communications system.

All relevant information is gathered, and the emergency response plan to call in outside help is set in motion - whether that be the immediate notification of the police, Department site manager or principal, office of the external provider (which might have its own procedures to follow), or some other previously documented strategy.

The implementation of the emergency response plan is delayed only if the supervisory team is confident that no imminent danger exists and that there is a reasonable expectation that the students will soon be found.

ADVICE FOR INDIVIDUAL GROUP MEMBERS

Prior to the bushwalking activity, students should be made aware of the following procedures that will be followed should they and/or others become lost, or separated from the group.

They need to:

- stop, as continuing to walk will make it more difficult for searchers to locate them;
- try to attract attention of the group by blowing their whistle, or shouting;
- listen for a reply or signals from the rest of the walking group and/or searchers;
- make themselves comfortable in a sheltered area; and
- mark their position with brightly-coloured articles or broken branches placed in a conspicuous location.