

Curriculum activity risk assessment

Throwing events — Javelin

clever • skilled • creative

Activity scope

This document relates to student participation in throwing the Javelin as a curriculum activity.

Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:



- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?

Inherent risk level		Action required / approval
<input checked="" type="checkbox"/>	High	Likely chance of a serious incident and injury requiring medical treatment. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A Curriculum Activity Risk Assessment must be completed. <input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD HOSES, HOC) to review and approve risk assessment. <input checked="" type="checkbox"/> Obtaining parental permission is recommended. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>.
Teachers/leaders: Minimum of 52 teachers/leaders from 8 schools in the District		
Activity description: BDSSS Track and Field Carnival		
Start date: 21 July 2017	Finish date: 25 July 2017	No of students (approx.): 400 per day
Class groups: Grades 7 - 12 from 9 Schools in the District		Supervision ratio (approx.): 1:8

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity.

If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. Blue Card requirements **must** be adhered to.

- Registered teacher with minimum qualifications as outlined below
OR
 An adult with minimum qualifications as outlined below, in the presence of a registered teacher.

Further information:

Local Athletics Clubs provide Officials who work with a registered teacher.

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
 Blue Card requirements met.

High – Likely chance of a serious incident and injury requiring medical treatment.

For a registered teacher with qualifications in Physical Education (PE):

- Get Active Queensland Athletics Coaching — Parts A and B qualification
OR
 Level 1 accreditation from the Australian Track and Field Coaches Association
OR
 Competence (demonstrated ability / experience to undertake the activity) in the teaching of Javelin.
 A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment through their:
- knowledge of the activity and the associated hazards and risks
 - experience (i.e. previous involvement) in undertaking the activity
 - demonstrated ability and/or expertise to undertake the activity
 - possession of qualifications related to the activity.

For a leader other than a registered teacher:

- Get Active Queensland Athletics Coaching — Part A qualification
OR
 Level 1 accreditation from the Australian Track and Field Coaches Association

Further information:

Some teachers may have the following:

Get Active Queensland Athletics Coaching — Parts A and B qualification

OR

Level 1 or higher accreditation from the Australian Track and Field Coaches Association

Minimum equipment/facilities	Yes	No
First aid kit suitable for activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication system: <input checked="" type="checkbox"/> phone-line at location <input checked="" type="checkbox"/> mobile phone <input checked="" type="checkbox"/> walkie talkies/UHF Radio <input checked="" type="checkbox"/> student/adult messenger Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Throwing and landing areas that conform to <u>International Amateur Athletic Federation</u> specifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Highly visible markers to identify approach, throwing and landing areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See <u>IAAF</u> International Association of Athletics Federations. Have these been considered during the planning of this activity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. Add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Environmental conditions <ul style="list-style-type: none"> • Weather • Temperature • Surfaces 	<ul style="list-style-type: none"> • Assess weather conditions before and during activity (e.g. temperature, storms). • Assess suitability of activity area (e.g. level, debris, potholes/divots in ground, line markers) before and during activity. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Fast moving, heavy objects <ul style="list-style-type: none"> • Throwing implements 	<ul style="list-style-type: none"> • Instruct students about safety rules before equipment is issued. • Supervise the approach/launch area and throwing sector at all times. • Instruct students to check that there is nobody in the sector before they start preparation for the throw. • Establish a system of commands to signal when students are to retrieve implements. • Do not allow 'pair' or return throwing. • Dry implements before each throw if conditions cause dampness. • Check equipment for damage before and during use. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue 	<ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Follow progressive and sequential skills development. • Continuously monitor students for signs of fatigue and exhaustion. • Have ice packs available. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Schools and individual students responsibility to warm-up. warm-down, progression of skills and monitoring for fatigue etc.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Sharp implements or objects <ul style="list-style-type: none"> • Javelins 	<ul style="list-style-type: none"> • Ensure that javelins are carried by the grip and in a vertical position with tail up, except when the thrower has entered the specific approach area and is preparing to throw. • Instruct students not to run at any time with or without the javelin, except when preparing to throw. • Instruct students to place one hand over the tail end of the javelin before attempting to pull it from the ground. • Instruct students to place one hand over the tip of the tail end when picking up a javelin lying flat on the ground. This hand should be kept in place until the tail end is raised above head height as the javelin is lifted into the vertical position. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
Students <ul style="list-style-type: none"> • Special needs • High risk behaviours • Medical conditions • Student numbers 	<ul style="list-style-type: none"> • Obtain parental permission, including relevant medical information. • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available. (insulin, Ventolin, EpiPen, etc). • Refer to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents. • Where necessary, obtain advice from relevant Advisory Visiting Teachers or Specialist Teachers. • Ensure adequate adult supervision. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 	Schools responsibility Schools responsibility Schools responsibility Schools responsibility Schools responsibility

Additional control measures

These would relate to the specific student needs, location and conditions in which you are conducting your activity.

Hazards/risks	Control measures

Submitted by: Rob Gardner	Date: 13 June 2017
List the names of those who were involved in the preparation of this risk assessment. Rob Gardner	

Approval	
<input checked="" type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By: <i>Ross Robertson</i>	Designation: <i>Chair BDISSS</i>
Signed: <i>R. Robert</i>	Date: <i>16/6/17</i>
Once approved, activity details should be entered into the School Curriculum Activity Register by administrative staff.	
	Reference No.

Monitor and review <i>To be completed during and/or after the activity and/or at the completion of the series of the activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

Important links

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline:
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety Incident Reporting and Notification
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check - Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- Get Active Queensland Accreditation Program
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>
- International Amateur Athletic Federation
<http://www.iaaf.org/aboutiaaf/publications/regulations/index.html>

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/epr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.

Reset

Print

Uncontrolled copy. Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/epr/health/hlspr012/> for master.