

Curriculum activity risk assessment

Jumping Events – Long and Triple Jump

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Activity scope

This document relates to student participation in training and competition of Long and Triple Jump 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"/>	Medium	<input checked="" type="checkbox"/> Record controls in planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental permission.

Teachers / Leaders: Minimum of 52 teachers/leaders from 8 schools in the District

Activity Description:

BDSSS Track and Field Carnival

Start date: 21/07/2017	Finish date: 25/07/2017	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 checked "No", provide further information on the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision	
Adequate adult supervision is to be provided – consider the following: 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. <u>Blue Card</u> requirements must be adhered to.	
<input checked="" type="checkbox"/>	Registered teacher with minimum qualifications as outlined below
OR	
<input type="checkbox"/>	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 <i>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.</i>	
<input checked="" type="checkbox"/>	Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities including qualified personnel.
<input checked="" type="checkbox"/>	<u>Blue Card</u> requirements met.
Medium- Some chance of an incident and injury requiring first aid.	
For a registered teacher:	
<input type="checkbox"/>	Level 1 Accreditation from the <u>Australian Track and Field Coaches Association</u> .
OR	
<input type="checkbox"/>	Get Active Queensland Athletics Coaching - Part A for long jump
OR	
<input type="checkbox"/>	Get Active Queensland Athletics Coaching - Part A and B for triple jump
OR	
<input checked="" type="checkbox"/>	Competence (demonstrated ability / experience to undertake the activity) in the teaching of long jump and triple jump
A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment through their:	
<input checked="" type="checkbox"/>	knowledge of the activity and the associated hazards and risks
<input checked="" type="checkbox"/>	experience (i.e. previous involvement) in undertaking the activity
<input checked="" type="checkbox"/>	demonstrated ability and/or expertise to undertake the activity
<input checked="" type="checkbox"/>	possession of qualifications related to the activity
For a leader other than a registered teacher:	
<input type="checkbox"/>	Get Active Queensland Athletics Coaching - Part A for long jump
OR	
<input type="checkbox"/>	Get Active Queensland Athletics Coaching - Part A and B for triple jump
OR	
<input type="checkbox"/>	Level 1 accreditation from <u>Australian Track and Field Coaches Association</u>
Further information: Some teachers may have the following:	

Minimum equipment/facilities	Yes	No
First aid kit suitable for activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication system: <ul style="list-style-type: none"> <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"/>
A landing area that measures not less than 2.75m wide and no less than 10m from the take off board in length. (Refer to IAAF Technical Rules for further information)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sufficient sand to absorb impact from landings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The landing area must be: <ul style="list-style-type: none"> • inspected regularly, and on the morning of jumping, for foreign objects; • cleaned and sanitised where necessary; and • raked and level after each jump. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Further information: Synthetic run-up inspected for damage Take-off board inspected for damage, looseness etc.		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See: <u>Australian Track and Field Coaches' Association</u> , Get Active Queensland Athletics Coaching – Part A qualification 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; and
- 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• Surfaces• Surrounds	<ul style="list-style-type: none">• Assess weather conditions before and during activity (e.g. temperature, storms).• Clear landing area before students commence approach• Supervision at approach, landing, take off areas• The take-off board should be clearly visible, flat and level with ground surface. The rigid board may be replaced with carpet or similar material. The type of take-off board should be considered when spikes are worn• A variety of take-off points for Triple Jump to ensure students can make the landing area• Markers should not be left in or adjacent to the pit• Jumping should take place from one direction only• Rakes, forks and shovels should not be left unattended in, or beside, the jumping area• Leave rakes and forks lying on the ground with prongs face down	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Equipment <ul style="list-style-type: none">• Poles• Cross bars• Spikes	<ul style="list-style-type: none">• Rules, safety procedures and prerequisite skills before students participate.• Progressive and sequential skill development.• Check all equipment before use.• Instruct students regarding safety procedures in the use of spikes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Heights/Falling <ul style="list-style-type: none">• Landing area	<ul style="list-style-type: none">• Ensure sufficient sand in landing pit to absorb impact. Ensure sand is raked and level after each jump	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Hazards/Risks	Control Measures	Yes	No	Implementation Plan / Additional Controls
Physical exertion <ul style="list-style-type: none"> Sprains Strains Exhaustion and fatigue 	<ul style="list-style-type: none"> Appropriate warm-up and warm-down activities. Rules, safety procedures and prerequisite skills before students participate. Progressive and sequential skill development 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Schools responsibility for warm-ups, warm-downs, rules and skills progressions.
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. (i.e. insulin, ventolin, epipen, etc).students 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
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Additional Control Measures <i>These would relate to the specific student needs, location and conditions in which you are conducting your activity.</i>	
Hazards/Risks	Control Measures

Submitted by: Rob Gardner	Date: 14 June 2017
Indicate 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: Ross Robertson	Designation: Chair BODSSS
Signed: <i>R. Robertson</i>	Date: 16/6/17
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 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

- HLS-PR-012: Curriculum Activity Risk Management
<http://education.qld.gov.au/strategic/eppr/health/hlspr012/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/eppr/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/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check - Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- QLD School Sport Unit
www.schoolsport.qld.edu.au
- International Amateur Athletic Federation Technical Information
<http://www.iaaf.org/aboutiaaf/publications/rules/index.html>
- Australian Track and Field Coaches Association
<http://www.atfca.com.au/coacheducation.ews>
- Get Active Queensland Accreditation Program
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>

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](#).* (*<http://education.qld.gov.au/strategic/eppr/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/eppr/health/hlspr012/> for master.