

Curriculum activity risk assessment

Jumping Events – High Jump,
Fosbury Flop

clever • skilled • creative

Activity scope

This document relates to student participation in training and competitions for Fosbury Flop, High Jump as a curriculum activity.

Fosbury flop high jump is unsuitable for class groups. Only students aged 10 and over may be engaged in Fosbury flop high jump. Students who show promise in lead up activities may be chosen for development in small, specialised groups.



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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> 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 9 schools in the District

Activity description:
BDSSS Track and Field Carnival

Start date: 22/07/2016

Finish date: 26/07/2016

No of students (approx.): 400 per day

Class groups: Grades 7 - 12 from 9 Schools in the District

Supervision ratio (approx.): 1:8



Queensland Government

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Date Modified: 13 August 2010

Girls Can Sure Jump!, File #: 1983359
iStockphoto © Bruce Yeung

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:

- Level One accreditation from the Australian Track and Field Coaches Association
OR
 Get Active Queensland Athletics Coaching – Part B

For a leader other than a registered teacher:

- Get Active Queensland Athletics Coaching – Part B
OR
 Level One accreditation from the Australian Track and Field Coaches Association

Further information:

Qualified Physical Education teachers with competence supervised by a Registered Teacher meeting the above requirements.

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	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 five (5) metres long by three (3) metres wide and contains sufficient materials to adequately reduce shock on landing. <ul style="list-style-type: none"> • Flop technique needs to occur onto proper thickness and density flop mats • Landing mats for flop instruction should be a minimum of 40-45 centimetres • Landing areas should be strapped together or covered by a one-piece cover • Landing areas should not be stacked 	<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"/>
A distance of approximately 10 centimetres between the vertical planes of the crossbar and the front edge of the landing area	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Further information: Use of Bundaberg Athletics Club equipment and facilities.		

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See Australian Track and Field Coaches Association , Get Active Queensland Athletics Coaching – Part B Have these been considered during the planning of this activity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Further information: High Jump supervisors have Teachers Cert. B for track and field coaching.		

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. After checking these, 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). • Assess suitability of approach area (e.g. level, dry, suitable line markers, free of debris and pot holes/divots). • Clear the landing area before students start their approach. • Ensure there is supervision at approach, landing and take off areas. 	<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"/>	
Equipment <ul style="list-style-type: none"> • Poles • Cross bars • Spikes 	<ul style="list-style-type: none"> • Cover rules, safety procedures and prerequisite skills before students participate. • Follow progressive and sequential skill development. • Consider the use of safety straps attached to the cross bar. (See Glossary on last page) • Ensure that the bars for training are collapsible or circular fibreglass as a preparation for competition. Triangular bars cannot be used. For competition, only use circular fibreglass bars. • Ensure that mats are only carried by hands at the side, not carried aloft on backs, shoulders or heads. • Check all equipment before use. • Instruct students regarding safety procedures in the use of spikes. 	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students instructed at own school or through private coaching
Heights/falling <ul style="list-style-type: none"> • Landing off mats 	<ul style="list-style-type: none"> • Ensure that sufficient mats and padding of appropriate thickness and density are available. 	<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"> Have appropriate warm-up and warm-down activities. Cover rules, safety procedures and prerequisite skills before students participate. Follow progressive and sequential skill development. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Individual coaches and students responsible for Warm-ups and Warm-downs. Schools and private coaches responsible for athlete skills level.
Students <ul style="list-style-type: none"> Special needs High risk behaviours Medical conditions Student numbers 	<ul style="list-style-type: none"> Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. 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.) Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. Ensure there is adequate adult supervision. 	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	N/A Individual Schools responsibility N/A N/A

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: 13/07/2016
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>Craig Martin</i>	Designation: <i>BOSS CHAIR</i>
Signed: <i>[Signature]</i>	Date: <i>17/7/16</i>
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> 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

- 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>
- Queensland School Sport Unit
www.schoolsport.qld.edu.au
- 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>

Glossary and other information

Safety Straps: Catches the crossbar if knocked by the jumper

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](#).

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

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