

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

Inherent risk level		Action required / approval
<input type="checkbox"/>	High Likely chance of a serious incident and injury requiring medical treatment.	<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:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

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:

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:

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

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

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:

Date:

List the names of those who were involved in the preparation of this risk assessment.

Approval

☐

Approved as submitted:

☐

Approved with the following condition(s):

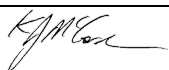
☐

Not approved for the following reason(s):

By:

Designation:

Signed:



Date:

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/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>
- 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/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.