

# 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?
- 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 ☑ A Curriculum Activity Risk Assessment must be completed. ☑ Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. ☑ Obtaining parental permission is recommended. ☑ 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.):



Queensland Government

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:

- ☐ 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:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	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"/>
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"> <li>Flop technique needs to occur onto proper thickness and density flop mats</li> <li>Landing mats for flop instruction should be a minimum of 40-45 centimetres</li> <li>Landing areas should be strapped together or covered by a one-piece cover</li> <li>Landing areas should not be stacked</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input 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 type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See <a href="#">Australian Track and Field Coaches Association</a> , Get Active Queensland Athletics Coaching – Part B 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. 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
<b>Environmental conditions</b> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Surfaces</li> <li>• Surrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Assess weather conditions before and during activity (e.g. temperature, storms).</li> <li>• Assess suitability of approach area (e.g. level, dry, suitable line markers, free of debris and pot holes/divots).</li> <li>• Clear the landing area before students start their approach.</li> <li>• Ensure there is supervision at approach, landing and take off areas.</li> </ul>	<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"/>	
<b>Equipment</b> <ul style="list-style-type: none"> <li>• Poles</li> <li>• Cross bars</li> <li>• Spikes</li> </ul>	<ul style="list-style-type: none"> <li>• Cover rules, safety procedures and prerequisite skills before students participate.</li> <li>• Follow progressive and sequential skill development.</li> <li>• Consider the use of safety straps attached to the cross bar. (See Glossary on last page)</li> <li>• 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.</li> <li>• Ensure that mats are only carried by hands at the side, not carried aloft on backs, shoulders or heads.</li> <li>• Check all equipment before use.</li> <li>• Instruct students regarding safety procedures in the use of spikes.</li> </ul>	<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"/>	
<b>Heights/falling</b> <ul style="list-style-type: none"> <li>• Landing off mats</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that sufficient mats and padding of appropriate thickness and density are available.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	


Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>Sprains</li> <li>Strains</li> <li>Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>Have appropriate warm-up and warm-down activities.</li> <li>Cover rules, safety procedures and prerequisite skills before students participate.</li> <li>Follow progressive and sequential skill development.</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>Special needs</li> <li>High risk behaviours</li> <li>Medical conditions</li> <li>Student numbers</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>Obtain parental permission, including relevant medical information.</li> <li>When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.)</li> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>Ensure there is adequate adult supervision.</li> </ul>	<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"/>	

### 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

<b>Submitted by:</b>	<b>Date:</b>
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input 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:	Designation:
Signed: 	Date:
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/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](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>
- Queensland School Sport Unit  
[www.schoolsport.qld.edu.au](http://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.