**Activity Details**

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| **CARA Creation Date: 18-Mar-2019** | | | | |
| Activity: | **Volleyball** | | | |
| Activity Scope: | This guideline relates to student participation in volleyball or beach volleyball as a curriculum activity, including skills development, training and competitions. | | | |
| Guidelines: | <https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines> | | | |
| Activity Description: | Bundaberg District trials | | | |
| Inherent Risk Level: | Medium | | | |
| Inherent Risk Level Description: | Teaching of volleyball or beach volleyball skills, training and competitions. | | | |
| Start Date: | Monday, 25 March, 2019 | End Date: | Monday, 25 March, 2019 | |
| On School Grounds: | Yes | Is parental permission required for this activity? | No | |
| **Mandatory/Special Requirements** | | | |  |
| Modified versions of volleyball (e.g. Spikezone) may include additional and/or alternate risks and equipment that should be considered in planning this activity. | | | |  |
| I have incorporated the above factors when planning my risk management strategies for this activity. | | | |  |

**Risk Management Details**

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| **Supervision Requirements** |  |
| Supervise net play closely at all times. |  |
| **Qualification Requirements** |  |
| A registered teacher with competence (knowledge and skills) in the teaching of volleyball or beach volleyball. |  |
| **OR** |  |
| A registered teacher or other activity leader with [Level 1](http://www.volleyballaustralia.org.au/page/coach-education-development-program) coaching accreditation from Volleyball Australia. This course may be undertaken through the [Get Active Queensland Accreditation Program](https://www.qld.gov.au/recreation/sports/volunteers-coaches/courses/information/). |  |

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| **Equipment/Facility Requirements** |  |
| A clearly defined playing area (including boundary clearances). |  |
| Padding on posts and referee stands. |  |
| Facilities and equipment that adhere, as close as practicable, to [Volleyball Queensland](http://www.qva.org.au/index.php?id=home) regulations. |  |
| For indoor facilities, adequate lighting (with lights protected) and ventilation. |  |
| Footwear appropriate to the playing surface, type of activity (i.e. training or match) and age of participants. |  |
| Students to be instructed on court boundaries and safety due to limited boundary clearance in BSHS venue. |  |
| **Hazards and Control Measures** |  |
| **Environmental conditions** |  |
| Clearly define the playing and clearance areas prior to play commencing (recommended clearance of 3m surrounding the playing area). |  |
| If the recommended boundary clearance is not met, provide instructions to the officials/supervisors and players about the limited clearance zone and the steps they could take to ensure safety, including the following:   * reduce the size of the playing field to achieve an adequate clearance zone * remove spectators/dangerous obstacles within the clearance zone • station supervisors near any obstacles within the clearance zone * pad any obstacles located within the clearance zone. |  |
| Position referee stands and chairs for lines people with regard to player safety. |  |
| For beach volleyball:   * cover the base of portable posts with sand and rake sand before use * ensure lines are of flexible, non-injurious material (i.e. cords or webbing). Wood, metal or other solid material should not be used * ensure sand depth is at least 30cm and extends beyond the court by at least 2m. |  |
| Ensure indoor court surfaces are non-slip. |  |
| **Equipment** |  |
| Check equipment (including net posts) for any damage before play commences, and remove from use if necessary. |  |
| If using a ratchet winch net system, ensure care is taken when adjusting/releasing the high tension system. Refer to Creating [Healthier Workplaces Hazard Alerts](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/alerts) for further information. |  |
| Avoid the use of guy wires to support posts wherever possible. If used, they should be visible to players and covered with protective pads. |  |
| Ensure winch handles on posts are removed or padded if non-removeable. |  |

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| For modified games (ages 8–11) use:   * a smaller sized court (13m x 6.5m) * a lower net height * a softer and lighter ball • less players on the court * modified rules. | | | |  |
| **Student considerations** | | | |  |
| Adopt procedures to minimise loose balls entering playing and warm-up areas, and establish safe procedures for their removal. | | | |  |
| **Staff/Other Participants** | |  |  | |
| **Family Name** | **Given Name** | **Type** | **Other Participants Role** | |
| Steinberger | Lincoln | Staff Member | N/A | |

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| **Approval** | |  |  |
| **Name** | **Position** | **Signature** | **Date** |
| Karen McCord | Principal |  | 27/03/2019 |

**Planning Considerations**

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| **Which students will be involved?**   * Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity. * Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).   **Where will the students be?**   * Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other. * Is the number of students appropriate for the available space? * If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied. * The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire,) and necessary controls implemented. * Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.   **What will the students be doing?**   * Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warmup and warm-down. * Instruction in rules and pre-requisite skills is provided. * Student skills are developed in a progressive and sequential manner. * First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available. * Emergency response strategies are in place e.g. communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans. * Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity. * Personal items, e.g. drink bottles, towels and mouthguards, will not be shared between students.   **What will the students be using?**   * Instruction in safety procedures and safe handling of equipment is provided. * Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard. * [Relevant department procedures and guidelines](http://education.qld.gov.au/curriculum/carmg/activity-guidelines.html) are adhered to for the use of equipment and work processes.   **Who will be leading the activity?**   * A registered teacher has overall responsibility for the activity. * Sufficient adult supervision is in place to manage the activity safely (including in emergency situations). * The activity leader has the competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others. * There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel. * Blue Card requirements are adhered to for leaders/volunteers. |
| I have incorporated the above factors when planning my risk management strategies for this activity. |
| Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below. |
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