

Curriculum activity risk assessment

Jumping Events – Long and Triple Jump

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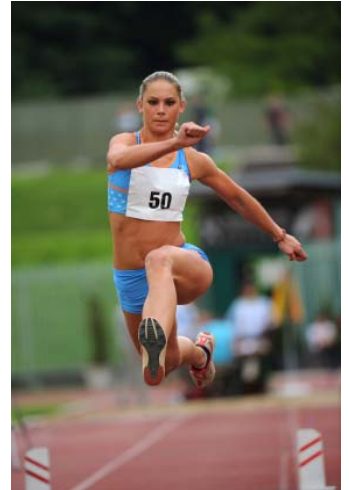
Activity scope

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 type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid.	<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:

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 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. [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.

Medium- Some chance of an incident and injury requiring first aid.

For a registered teacher:

- ☐ Level 1 Accreditation from the [Australian Track and Field Coaches Association](#).
OR
☐ Get Active Queensland Athletics Coaching - Part A for long jump
OR
☐ Get Active Queensland Athletics Coaching - Part A and B for triple jump
OR
☐ 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:

- ☐ 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 for long jump
OR
☐ Get Active Queensland Athletics Coaching - Part A and B for triple jump
OR
☐ Level 1 accreditation from [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"/>
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 type="checkbox"/>	<input type="checkbox"/>
Sufficient sand to absorb impact from landings	<input 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 type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See: Australian Track and Field Coaches' Association , Get Active Queensland Athletics Coaching – Part A qualification 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; 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 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 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 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 type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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 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"> 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 type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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:	Date:
Indicate 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 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.