

CURRICULUM ACTIVITY RISK PLANNER

Step 1: Identify Hazards/Risks

This Curriculum Activity Risk Planner has been designed to assist staff when planning, to determine those curriculum activities that involve hazards and risk which may require further risk assessment.

For example, this planner may be used by an individual teacher, a group of teachers developing a unit of work together, or a whole Secondary Department developing its curriculum.

Below is a list of common hazards that pose risks.

(Note: This is not an exhaustive list. Ensure you consider any other associated hazards when determining the risk of your activities.)

If an activity involves any of the following hazards, consider listing the activity in the attached **Curriculum Activity Risk Planner**, and assess the associated risk.

- Electricity
- Hazardous substances
- Dust or fumes (e.g. sawdust, smoke, gases)
- Sharp implements or objects
- Heat sources (e.g. cooking appliances, fires)
- Height/falling objects
- Fast moving objects
- Environmental conditions (e.g. isolation, rough terrain, sun exposure, bad weather)
- Restricted spaces
- Water (e.g. risk of drowning)
- High-risk tools or equipment
- Biological material (e.g. food, specimens)
- Student considerations (e.g. behaviours, medical conditions, special needs)
- Pressurised containers (i.e. gas containers, hydraulics, balloons)
- Noise (loud, continuous)
- Heavy body contact (e.g. contact sports)
- Physical exertion
- Vehicles
- Sleep-over (at school)

For further information, refer to [HLS-PR-012: Managing Risks in School Curriculum Activities](#)

Step 2: Assess the Level of Risk

All curriculum activities should be considered in terms of their inherent level of risk. To do this, consider planned activities in terms of:

1. Which students will be involved? (age, maturity, experience, special needs, number).
2. What will students be doing? (running, jumping, swimming, cutting, cooking, etc).
3. What will students be using? (hazardous materials, sporting equipment, tools, stove, etc).
4. Where will students be? (classroom, outdoors, confined space, pool, creek, the beach, at height, etc).
5. Who will lead the activity? (experience, qualifications, etc).

Risk level is assessed by considering the 'likelihood' of an incident occurring in combination with the 'consequence' (e.g. injury) if it did occur.

The more likely an incident is to occur and the worse its consequence, the higher the risk.

Refer to this risk matrix as a guide to estimate an activity's level of risk:

Likelihood of an incident occurring	Consequence of an incident occurring				
	1. LOW No treatment	2. MINOR First Aid	3. MODERATE Medical treatment	4. MAJOR Hospital	5. CRITICAL Loss of life, disability
5. ALMOST CERTAIN	Medium	Medium	High	Extreme	Extreme
4. LIKELY	Low	Medium	High	High	Extreme
3. POSSIBLE	Low	Medium	High	High	High
2. UNLIKELY	Low	Low	Medium	Medium	High
1. RARE	Low	Low	Low	Low	Medium

Step 3. Determine the Control Measures

Your assessed inherent risk level will determine the actions required.

Risk Level	Actions/Approval Required
Low	<ul style="list-style-type: none"> • Manage through regular planning processes.
Medium	<ul style="list-style-type: none"> • Document controls in planning documents and/or complete a risk assessment.
High	<ul style="list-style-type: none"> • Curriculum Activity Risk Assessment required (see Note below). • Principal or head of program (e.g. DP, HOD, HOSES) to review and approve risk assessment. • Activity details to be entered in the School Curriculum Activity Register.
Extreme	<ul style="list-style-type: none"> • Consider alternatives to the activity. • Curriculum Activity Risk Assessment detailing significant control measures will be required (see Note below). • Principal to approve Curriculum Activity Risk Assessment. • Activity details to be entered in the School Curriculum Activity Register.

Note: [Curriculum Activity Guidelines](#) have been developed for many common curriculum activities, and are available online. If a Guideline exists for a planned activity, adhere to its requirements and complete it as your risk assessment for approval.

If a Guideline does not exist for a planned activity, complete the following steps:

1. **Identify the 'hazards'** associated with the activity, and
2. **Assess the level of risk** these hazards present.
3. For **High** or **Extreme** risk activities, complete a written risk assessment for approval.