

Curriculum activity risk assessment

Agricultural Construction

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Activity scope

This document relates to student participation in Agricultural Construction as a curriculum activity.

Agricultural construction includes all types of foundations, floorings and constructions performed in agricultural field sections, such as animal shelters, stockyards and work benches.

Agricultural construction may range from relatively simple, straightforward activities such as concreting, to complex buildings such as covered animal shelters.



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"/>	Low	Concreting, floor construction, shade-house construction <input checked="" type="checkbox"/> Manage through regular planning processes.
<input type="checkbox"/>	Medium	Stockyards, animal shelter sheds, garden sheds <input checked="" type="checkbox"/> Record controls in your 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.):

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
If an agricultural assistant is the instructor, the course of instruction and safety procedures should be established by a registered teacher and the agricultural assistant should operate under the direction of the 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

Low - Concreting, floor construction, shade-house construction

For a registered teacher:

- competence (demonstrated ability/experience to undertake the activity) in the construction activity to be undertaken

A teacher could demonstrate their competency 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.

OR

For a leader other than a registered teacher:

- competence (demonstrated ability/experience to undertake the activity) in the construction activity to be undertaken.

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.

Medium - Stockyards, animal shelter sheds, garden sheds

For a registered teacher:

- competence (demonstrated ability) in the construction activity to be undertaken

OR

For a leader other than a registered teacher:

- an agricultural assistant employed by the Department of Education with competence (demonstrated ability) in the construction activity to be undertaken

OR

- an adult with qualifications in agricultural construction or in a trade where agricultural construction is used.

A teacher could demonstrate their competency 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.

Further information:

Minimum equipment/facilities *If 'No' is ticked, provide further information.*

Yes

No

All metalworking activities should take place in a workshop, with some possible exceptions including:

- marking, cutting, riveting, folding, joining and finishing
- projects that are too large to be undertaken in a workshop.

See [Metalworking guidelines](#)

First aid kit suitable for activity

Communication system:

- phone-line at location

- mobile phone

- walkie talkies/UHF radio

- student/adult messenger

Other:

Sun safety equipment (hat, sun screen, shirt etc)

Drinking water (students should not share drinking containers)

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
Breakages <ul style="list-style-type: none"> • Glass 	<ul style="list-style-type: none"> • Inspect equipment before use for cracks and damage. • Do not heat or cool materials quickly. • Ensure appropriate clean-up equipment (such as broom, dustpan and brush) is available. • Ensure students wear appropriate footwear. • Handle materials and equipment carefully. 	<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"/>	
Electricity <ul style="list-style-type: none"> • Burns • Electrocutation 	<ul style="list-style-type: none"> • Ensure Electrical Safety Guidelines are adhered to. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Assess weather conditions (e.g. temperature, storms) before and during activity. 	<input type="checkbox"/>	<input type="checkbox"/>	
Hazardous substances <ul style="list-style-type: none"> • Heavy metals 	<ul style="list-style-type: none"> • Ensure hazardous substances guidelines are adhered to. 	<input type="checkbox"/>	<input type="checkbox"/>	
Manual handling <ul style="list-style-type: none"> • Lifting equipment • Manipulating/moving students 	<ul style="list-style-type: none"> • Undertake a risk management process in order to prevent or minimise the risk of injuries caused by manual tasks. • Ensure that the design of equipment, plant and containers used in agricultural construction provides for a range of physical characteristics of operators to reduce the risk when the activity is associated with manual handling. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> • General principles for reducing risks associated with manual handling in agricultural constructions include: <ul style="list-style-type: none"> ○ minimising the lifting and lowering forces to be exerted ○ avoiding the need for bending, twisting and reaching movement ○ reducing pushing, pulling, carrying and holding. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical contact <ul style="list-style-type: none"> • Breaks/sprains • Cuts, abrasions and grazes • Concussion 	<ul style="list-style-type: none"> • Monitor student numbers and available space. 	<input type="checkbox"/>	<input type="checkbox"/>	
Students <ul style="list-style-type: none"> • Student numbers • Special needs • High risk behaviours • Medical conditions 	<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 (insulin, Ventolin, EpiPen, etc.) • 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 there is adequate adult supervision. 	<input type="checkbox"/>	<input type="checkbox"/>	
Tools, plant or equipment	<ul style="list-style-type: none"> • Head protection (hard hats) may be required. 	<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 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-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/>
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- [HLS-PR-013: Developing a Sun Safety Strategy](#)
- [HLS-PR-005: Injury, Illness and Dangerous Event Recording and Reporting](#)
- [HLS-PR-003: First Aid for Schools and Non-school Locations](#)
- Agricultural construction may involve the use of a wide range of tools and equipment and leaders should also consult relevant documents, such as:
 - [Tractor Driving](#)
 - [Portable Power-generating Equipment](#)
 - [Gardening and Hand Tools](#)
 - [Woodworking](#)
 - [Welding, Electric Arc](#)
 - [Portable Electrical Power Tools](#)
 - [Managing a Practical ITD Workspace](#)
- The Division of [Workplace Health and Safety Code of Practice](#) – Manual Handling is applicable to activities in this document.

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.