

Curriculum activity risk assessment

Agricultural Machinery

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Activity scope

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

'Agricultural machinery' refers to hand-operated machines used to perform tasks in the development and maintenance of agricultural activities. Hand-operated agricultural machinery ranges from simple mechanical machines to complex mechanical machines which incorporate motors, shafts, pulleys, belts and blades.

Agricultural machinery using mechanical energy has the ability to give rise to potentially hazardous situations. Operators should be aware of the potential risk areas associated with each particular machine.



Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

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	Machines using simple mechanical processes, such as mechanical seeders, knapsack sprayers and air-operated sprayers
<input type="checkbox"/>	Medium	Machines using more complex mechanical processes and those including motors, such as hand mowers or self-contained 12 volt diaphragm pump units
<input type="checkbox"/>	High	Machines using complex mechanical processes and motors to drive high-speed cutters, such as motorised brush-cutters or rotary hoes
<input type="checkbox"/>	Extreme	Machines using complex mechanical processes and motors to drive high-speed cutting and/or shredding equipment, such as chaff cutters, chainsaws, mulchers and plant shredders

Listed below are the minimum requirements for this type of activity. For any items ticked 'No', provide further information regarding the additional controls to be implemented for the safe conduct of the activity.

Minimum supervision	
<p>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.</p>	
<input type="checkbox"/>	<p>If an agricultural assistant is the instructor, the course of instruction and safety procedures should be established by a registered teacher with appropriate competence (demonstrated ability), and the agricultural assistant should operate under the direction of the teacher.</p> <p>OR</p> <p><input type="checkbox"/> An adult with minimum qualifications as outlined below, in the presence of a registered teacher</p>
<p>Further information:</p>	

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- Machines using simple mechanical processes, such as mechanical seeders, knapsack sprayers and air-operated sprayers

For a registered teacher:

experience (previous involvement) in the operation of agricultural machinery

OR

competence (demonstrated ability/experience to undertake the activity) in the teaching of agricultural machinery

OR

For a leader other than a registered teacher:

competence (demonstrated ability/experience to undertake the activity) in the teaching of agricultural machinery

Medium- Machines using more complex mechanical processes and those including motors, such as hand mowers or self-contained 12 volt diaphragm pump units

For a registered teacher:

experience (previous involvement) in the operation of agricultural machinery

OR

For a leader other than a registered teacher:

an agricultural assistant employed by the Department of Education and Training with experience (previous involvement) in the operation of agricultural machinery

OR

an adult with qualifications in the use of agricultural machinery, if no teacher or agricultural assistant with these qualifications is available

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.

High- Machines using complex mechanical processes and motors to drive high-speed cutters, such as motorised brush-cutters or rotary hoes

For a registered teacher:

a registered teacher, with current qualifications or training in the use of the machinery

OR

For a leader other than a registered teacher:

an adult with qualifications in the use of agricultural machinery, if no teacher or agricultural assistant with these qualifications is available

OR

an agricultural assistant employed by the Department of Education and Training with competence (demonstrated ability) in the operation of agricultural machinery

Extreme- Machines using complex mechanical processes and motors to drive high-speed cutting and/or shredding equipment, such as chaff cutters, chainsaws, mulchers and plant shredders

For a registered teacher:

- a registered I teacher with relevant current qualifications or training in the use of the machinery
OR

For a leader other than a registered teacher:

- an agricultural assistant employed by the Department of Education with competence (demonstrated ability) in the operation of agricultural machinery
OR
 an adult with qualifications in the use of agricultural machinery, if no teacher or agricultural assistant with these qualifications is available

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"/>
Further information:		

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	equipment has current electrical test certification. Please refer to quick reference guide for specified electrical equipment for more information.			
Biological material <ul style="list-style-type: none"> Body fluids (e.g. blood, saliva, sweat) 	<ul style="list-style-type: none"> Comply with Infection Control Guideline. Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious. 	<input type="checkbox"/> <input type="checkbox"/>	<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"/> <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

Submitted by:	Date:
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

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/epr/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/epr/hr/hrmpr010/>
- Quick reference guide for specified electrical equipment
<http://education.qld.gov.au/health/pdfs/healthsafety/es-quick-ref-guide-part-2.pdf>

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/epr/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 Consultant