

Curriculum activity risk assessment

Table Tennis

clever • skilled • creative

Activity scope

This document relates to student participation in Table Tennis training sessions and competition matches 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"/> | Low | Little chance of incident or injury |
| | | <input checked="" type="checkbox"/> Manage through regular planning processes. |

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', further information **must** be provided 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

Registered teacher and an adult with minimum qualifications as outlined below.

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

For a registered teacher:

Level One coaching qualification for table tennis

OR

Competence (demonstrated ability/experience to undertake the activity) in the teaching of table tennis

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.

For a leader other than a registered teacher:

Level One coaching qualification for table tennis;

OR

Competence (demonstrated ability/experience to undertake the activity) in the teaching of table tennis

| 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"/> |
| Maximum of four players per table | <input type="checkbox"/> | <input type="checkbox"/> |
| A boundary clearance should surround each table to reduce the risk of collisions between students when retrieving balls. | <input type="checkbox"/> | <input type="checkbox"/> |
| Further information: | | |

| Governing bodies/associations | Yes | No |
|---|--------------------------|--------------------------|
| Guidelines/codes of practice are established for this activity. See Table Tennis Queensland Table Tennis Australia Have these been considered during the planning and performance of this activity? (See Important links on last page.) | <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
- 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 |
|--|--|--|--|---|
| Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds | <ul style="list-style-type: none"> • Assess suitability of surrounds. • Check surrounds for loose items, debris and hazards. • Site tables so that students have adequate space free from obstacles and other students. Ensure that the number of tables is appropriate to the available space. • Check tables for stability and correct assembly. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Fast moving objects <ul style="list-style-type: none"> • Bats | <ul style="list-style-type: none"> • Establish a procedure for retrieving balls from an adjacent table (e.g. calling a 'let' whilst the ball is retrieved). • Check that bats have adequate grip. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | |
| Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue | <ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Follow progressive and sequential skills development. • Have ice packs available. • Continuously monitor students for signs of fatigue and exhaustion. | <input type="checkbox"/> <input type="checkbox"/> <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"> • 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. | <input type="checkbox"/> <input type="checkbox"/> <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"> 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"/> | |

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 to 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

- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- 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 Reporting and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- 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
- Table Tennis Queensland
<http://www.tabletennisqld.org/>
- Table Tennis Australia
<http://www.tabletennis.org.au/>

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.