

Curriculum activity risk assessment

Vigoro

clever • skilled • creative

Activity scope

This document relates to student participation in Vigoro team training and competition matches conducted by schools 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?
- 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"/>	Medium	Some chance of an incident and injury requiring first aid <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

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.

- One adult present should have 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 qualifications from Queensland Vigoro
OR
 competence (demonstrated ability/experience to undertake the activity) in the teaching of vigoro

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 qualifications from Queensland Vigoro

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"/>
Gloves and leg padding for wicket keepers	<input type="checkbox"/>	<input type="checkbox"/>
Boundary markers should be made of non-injurious materials.	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See: Queensland Vigoro Association 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
- 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
Biological material <ul style="list-style-type: none"> • Body fluids (e.g. blood, saliva, sweat) 	<ul style="list-style-type: none"> • Adhere to Infection Control Guideline. Students with open cuts and abrasions, rashes or boils, or any contagious condition, are to be removed from the activity and treated immediately. If bleeding cannot 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<p>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.</p>			
<p>Environmental conditions</p> <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. • Assess suitability of surrounds. • Check surrounds for loose items, debris and hazards. • Ensure that activities are sufficiently spaced to prevent any equipment entering another playing area. • Ensure that the wicket surface and the outfield area are safe and suitable for the ability level of the students. • Where possible, site pitches in a north-south direction to limit visual interference from the sun. Avoid situations during practice in which the catcher's vision is impaired by the sun. 	<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"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Fast moving objects</p> <ul style="list-style-type: none"> • Bats • Balls 	<ul style="list-style-type: none"> • Ensure that batters facing fast bowlers wear shin pads. • Ensure that students do not collect balls from inside practice nets while bowling is in progress. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<p>Students</p> <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. 	<input type="checkbox"/> <input type="checkbox"/> <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"> Ensure there is adequate adult supervision. 	<input type="checkbox"/>	<input type="checkbox"/>	
Tools, plant or equipment <ul style="list-style-type: none"> Bats, balls 	<ul style="list-style-type: none"> Ensure that equipment matches the size, strength and ability of the students. Ensure that protective netting, pitches and approaches in practice nets are kept in good repair. Ensure that plastic or metal stump sets are used for practice and in modified games. Ensure that only the batter is positioned inside the nets unless practice in wicket-keeping to slow bowling is required. Implement appropriate safety procedures when practice is conducted in adjacent nets. Instruct students to watch the ball in play. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical contact <ul style="list-style-type: none"> Breaks/sprains Cuts, abrasions and grazes Concussion Accidental 'bumping' 	<ul style="list-style-type: none"> Provide instruction in rules, safety procedures and prerequisite skills before students play the game. 	<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. Note that the number of balls a fast bowler may bowl at practice and during matches should be limited to suit the bowler's age and stage of development. 	<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

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- 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/>
- 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/epr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- QLD School Sport Unit
www.schoolsport.qld.edu.au
- 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](#). (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 Consultants.