

Curriculum activity risk assessment

Woodworking

clever • skilled • creative

Activity scope

This document relates to student participation in using wood, plastics or wood-based products for the purpose of design, fabrication, construction and other associated project and design activities as a curriculum activity.

Processes covered by this document include but are not limited to:

- marking
- assembling
- drilling
- sanding
- gluing
- chiselling
- nailing
- sawing
- jointing
- planing
- staining
- sealing
- screwing
- surface finishing.



This document must be read in conjunction with [Managing a Practical ITD Workspace](#) and [Fixed Machinery](#).

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	Little chance of incident or injury	<input checked="" type="checkbox"/> Manage through regular planning processes.
<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.
<input type="checkbox"/>	High	Likely chance of a serious incident and injury requiring medical treatment	<input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed. <input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. <input checked="" type="checkbox"/> Obtaining parental permission is recommended. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> .
<input type="checkbox"/>	Extreme	High chance of a serious incident resulting in highly debilitating injury	<input checked="" type="checkbox"/> Consider conducting an alternative activity <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed. <input checked="" type="checkbox"/> Principal approval prior to conducting this activity is required. <input checked="" type="checkbox"/> Parental permission must be obtained for student participation. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> .

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.

Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.

[Blue Card](#) requirements met

Low — Little chance of incident or injury

For a registered teacher or a leader other than a registered teacher:

competence (demonstrated ability) in the use of tools and equipment used in the activity

Medium — Some chance of an incident and injury requiring first aid

For a registered teacher or a leader other than a registered teacher:

competence (demonstrated ability) in the use of tools and equipment used in the activity

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 — Likely chance of a serious incident and injury requiring medical treatment

For a registered teacher with qualifications in Industrial Technology Design (ITD):

qualifications related to the activity

OR

competence (demonstrated ability) in the use of pneumatic tools and equipment

For a leader other than a registered teacher:

qualifications related to the activity and competence (demonstrated ability), when a teacher as described is not available

Extreme — Likely chance of a serious incident and injury requiring medical treatment

For a registered teacher with qualifications in Industrial Technology Design (ITD):

qualifications related to the activity

OR

competence (demonstrated ability) in the use of pneumatic tools and equipment

OR

relevant documented qualification: trade or units of competency related to the activities (eg. VET staff profile, Currency of Industry Experience.)

For a leader other than a registered teacher:

qualifications related to the activity and competence (demonstrated ability), when a teacher as described is not 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:		
Appropriate and maintained fire safety equipment (extinguisher, blanket, evacuation plan)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate personal protective equipment	<input type="checkbox"/>	<input type="checkbox"/>
Standard operating procedures clear and present for ALL equipment used	<input type="checkbox"/>	<input type="checkbox"/>
Guards and safety devices designed for the portable equipment	<input type="checkbox"/>	<input type="checkbox"/>
Fixed residual current device on all portable equipment; For further information refer to: quick reference guide for specified electrical equipment	<input type="checkbox"/>	<input type="checkbox"/>
Adequate lighting and ventilation	<input type="checkbox"/>	<input type="checkbox"/>
Suitable non-slip floor surface	<input type="checkbox"/>	<input type="checkbox"/>
Material safety data sheets (MSDS) for all chemicals stored in the workshop	<input type="checkbox"/>	<input type="checkbox"/>
Suitable and sufficient waste bins	<input type="checkbox"/>	<input type="checkbox"/>
Emergency stop buttons on equipment where required	<input type="checkbox"/>	<input type="checkbox"/>
Properly installed guards and safety devices on all equipment where necessary	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards/Risks	Control measures	Yes	No	Implementation plan / Additional controls
Heat <ul style="list-style-type: none"> • Friction • Elements 	<ul style="list-style-type: none"> • Ensure that everyone handles equipment carefully during use. • Ensure that everyone remains aware of their surroundings. • Ensure that everyone handles material carefully after use on equipment. • Ensure that everyone wears appropriate personal protective equipment. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Noise <ul style="list-style-type: none"> • Continuous, repetitive noise • One-off noise exposure 	<ul style="list-style-type: none"> • Minimise the number of students working at any one time. • Refer to Health and Safety; Noise for further information. 	<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"/>	
Tools, plant or Equipment	<ul style="list-style-type: none"> • Ensure that loose jewellery and clothing is secured or removed. • Ensure that long hair is tied back. • Monitor use of tools and equipment. • Check equipment for damage before lesson. 	<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"> Follow standard operating procedures for all equipment. Avoid the use of extension leads where possible. 	<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

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- 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/>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Standard Operating Procedures for EQ sites
<http://education.qld.gov.au/health/safety/hazards/equip-resources.html#sop>
- Hearing Protection Fact Sheet
<http://education.qld.gov.au/health/pdfs/healthsafety/hearing-protection-factsheet.pdf>
- 2004 Noise Code of Practice
http://www.deir.qld.gov.au/workplace/resources/pdfs/noise_code2004.pdf
- Managing a Practical ITD Workspace
<http://education.qld.gov.au/strategic/eppr/health/hlspr012/resources/pracitdworkspace.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/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.

Uncontrolled copy. Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/eppr/health/hlspr012/> for master.