

BDSSS 13-19yrs CURRICULUM ACTIVITY RISK ASSESSMENT

School/College	BDSSS		
Curriculum Activity (Attach the EQ Activity Guidelines to this document)	BDSSS Winter Sport		
Risk Level	Low		
Details of Activity	Wednesday afternoon after school		
Teachers / Leaders of Activity	Dave Delpratt with assistance of various teachers from the school involved		
Year Levels Involved	Years 7 to 9		
Start Date	27 / 07 / 2022	End Date	31 / 08 / 2022
Approximate Supervision Ratio	1:12		
Venue	Bundaberg Table Tennis Centre, Kendalls Rd Bundaberg		
Minimum supervision requirements met (as per Education Queensland Curriculum Activity Risk Management Guideline)	☒ Yes		☐ No
A registered teacher will be present to take overall control	☒ Yes		☐ No
Minimum qualification requirements met (as per Education Queensland Curriculum Activity Risk Management Guideline)	☒ Yes		☐ No
Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel	☒ Yes		☐ No
Blue Card requirements met	☒ Yes		☐ No
Minimum Equipment / Facilities Requirements met (as per Education Queensland Curriculum Activity Risk Management Guideline)	☒ Yes		☐ No
If NO for any of the above, risk will be managed through the following			
Suggested control measures have been met (as per Education Queensland Curriculum Activity Risk Management Guideline)	☒ Yes		☐ No
If NO, risk will be managed through the following			
Is parental permission required for this activity?	☒ Yes ☐ No	If YES has it been gained?	☒ Yes ☐ No
Does the Venue holding the Competition/Trials have a Covid-19 Safe Plan	☒ Yes ☐ No	If NO (and it is a School), does the Principal of that School approve the use of their school and comply with the Covid-19 Safety measures	☐ Yes ☐ No
Extra Information			

Submitted by	Dave Delpratt	Date	14/ 06 / 2022
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APPROVAL

Approved as submitted



Approved with the following condition(s)

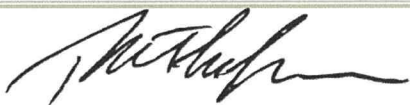


Not approved for the following reason(s)

By: Paul Thompson

Designation: BDSSS Chair

Signed:



Date: 28 / 7 / 22

Teachers / Leaders of this activity who have been trained in these procedures and read the relevant Education Queensland Activity Guidelines.

Monitor and Review

Are the control measures still effective?



Yes



No

Have there been any changes?



Yes



No

Are further actions required?



Yes



No

Details:**Completed By****Date**

/ /

Table tennis

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the [managing risks in school curriculum activities procedure](#).

The [CARA planner](#) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline, complete a CARA record using the [CARA generic template](#).

Activity scope

This guideline relates to student participation in table tennis as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the [school excursions and international school study tours procedure](#).

Low risk

Table tennis activities involving regulation equipment

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](#) to implement alternative control measures to meet or exceed the minimum safety standard.

[Collapse all](#)[Expand all](#)

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](#) to support access and participation in the curriculum. Consult with the parents/carers of students with disability or, when appropriate, the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure](#). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, provision of [first aid](#)).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment, managing spectators).

Access is required to [first aid equipment \(DOCX, 479KB\)](#) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- [HLTAID009—provide cardiopulmonary resuscitation \(CPR\)](#) or equivalent
- [HLTAID011—provide first aid](#) or [SISSS00118—sports trainer level 1](#) or equivalent.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures, safety procedures and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques, e.g. retrieving stray balls to avoid the swing zone.

Consent

[Parent consent](#) is required for all activities conducted off-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors must be familiar with the contents of the CARA record.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. extreme temperatures).

Supervisor qualifications

Principals are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the [working with children authority—Blue Cards procedure](#) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher **must** be appointed to maintain overall responsibility for the activity.

For **low risk** activities:

- At least one adult supervisor is required to be a registered teacher with knowledge of table tennis and its potential hazards or an adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in table tennis (e.g. [TOPS coach](#)).

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed.

Participants must wear [personal protective equipment](#) appropriate to the activity (e.g. enclosed footwear).

Bats must be in good condition and have sufficient non-slip properties.

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards	Control measures
Biological hazards Body fluids (e.g. blood, saliva, sweat)	Manage bodily substances (e.g. blood) and open wounds before, during and after the activity. Consult infection control guidelines (PDF, 946KB) and Queensland Health's exclusion periods for infectious conditions poster (PDF, 1.5MB) for hygienic practices and first aid. Follow appropriate cleaning and hygiene management practices when using shared equipment (Departmental staff search "cleaning advice for shared equipment" in OnePortal).
Environmental conditions Weather, sun, humidity	The school's sun safety strategy must be followed. Assess weather (Bureau of Meteorology) and environmental conditions prior to participating outside. Follow the managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions. Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Facilities and equipment hazards	Control measures
Boundary clearance	Establish a sufficient safety zone around the playing area. If this cannot be achieved, consider ways of reducing risks e.g. reducing the playing area, padding obstacles. Ensure there are no sharp or rough edges (e.g. portable signage, chairs) around the playing area.

Electricity	If power is required, ensure electrical or extension leads do not pose a tripping hazard.
Faulty or dangerous equipment	Follow manufacturer's instructions to assemble tables and lock wheels in place. Check tables, nets and bats for dangerous/sharp edges and replace or repair as appropriate (e.g. using edge tape). Use markers made from non-injurious material (e.g. cardboard, foam). Check footwear before the activity to ensure they provide sufficient protection for the feet. Look for non-slip soles, no buckles or zips and no sharp-edged soles.
Playing surface	Conduct a field check to identify and manage surface hazards. Clear the playing surface from loose items or debris. Do not participate on a surface that is slippery, unduly rough or chopped up. Cover/fill playing surface hazards (e.g. tripping hazards) to be level with the surrounds.
Stray equipment	Do not allow balls to remain on the ground during play. Implement safety protocols to manage stray balls (e.g. calling a 'let' to break play, waiting for a break in play to retrieve balls from other playing areas).

Student considerations	Control measures
Collision	Position left and right-handed participants to ensure they face the instructor. Pair same-handed participants on the same side of the net during play where possible.
Manual handling	Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying.
Physical exertion Exhaustion and fatigue	Conduct warm-up/cool-down activities. Continually monitor participants for signs of fatigue and exhaustion.
Student issues	Remove accessories (e.g. jewellery, lanyards) before participating. Ensure fingernails, hair and clothing (e.g. pockets) do not interfere with the activity.

Additional links

- [Table Tennis Australia](#)

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