



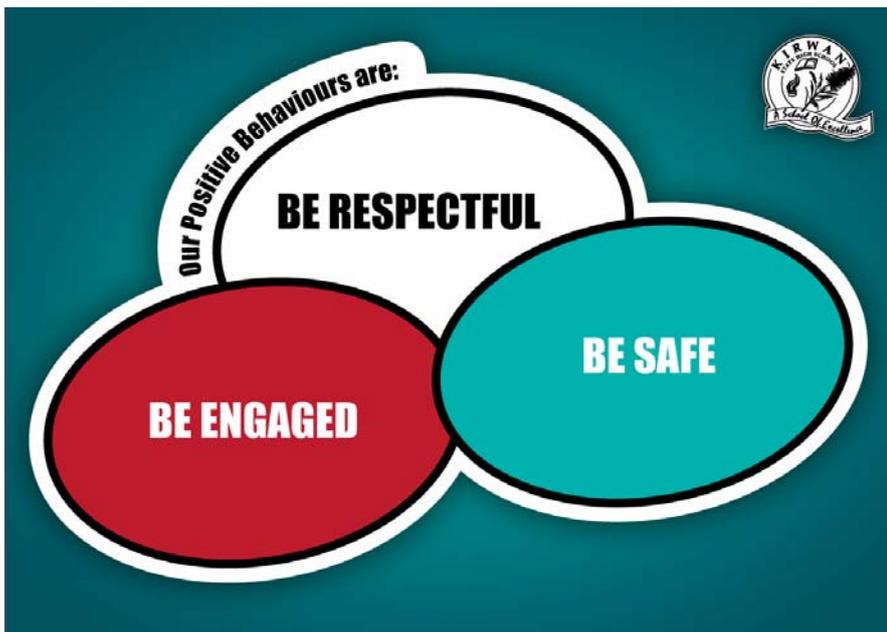
# Policy and Procedures

# SAFETY

(Updated August 2014)

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# KIRWAN STATE HIGH SCHOOL

## Health, Safety and Wellbeing

### Policy Statement

We are committed to a vision as stated in the *Health, Safety and Wellbeing Management Framework 2011–2015* and *Health, Safety and Wellbeing Strategic Plan 2011–2015* of 'healthy people achieving quality educational and training outcomes in safe and supportive working and learning environments'.

#### **We are pursuing this vision because we believe that:**

- the health, safety and wellbeing of our people is integral to the achievement of our strategic goals, and a core value of the department
- a strong health, safety and wellbeing culture in our school is a vital precursor to reducing our injuries and improving our general wellbeing
- safety is everyone's responsibility and an integral part of what we do.

#### **We will strive to achieve this vision by:**

- promoting and nurturing an school's culture that has the health, safety and wellbeing of our staff, students, visitors, volunteers, partners and contractors as a core value and an integral component of our management philosophy
- implementing and resourcing an effective health, safety and wellbeing management system which is integrated into the overarching departmental management system and our core activities
- complying with health, safety and wellbeing legislation, codes of practice and relevant standards, the department's health, safety and wellbeing management system and safe work practices
- stating clearly the health, safety and wellbeing roles and responsibilities of all employees and ensuring strong health, safety and wellbeing leadership at all levels
- fostering individual ownership of health, safety and wellbeing by every person in this school and promoting teamwork and consultation within and between work groups
- adopting robust systems that will ensure a well planned and executed, performance-focused, regularly reviewed and continuous improvement approach to the health, safety and wellbeing of our people
- incorporating a risk management approach for the health, safety and wellbeing of our people into all school planning and activities
- identifying all health, safety and wellbeing hazards, assessing related risks and implementing control measures to eliminate or minimise the risks
- providing first aid, employee assistance programs, early and effective rehabilitation or return to work programs and other necessary support to our people who sustain an injury or contract an illness
- developing, encouraging, supporting and participating in workplace consultative arrangements and in programs that focus on improving the health, safety, wellbeing and fitness of our people
- providing or receiving information, instruction, training or supervision relating to health, safety and wellbeing legislation, procedures, hazard identification, risk management and other relevant matters.

John Livingston  
Executive Principal

Murray James  
Principal

David Gallagher  
HOD Bus & Industry

Patrick Macleod  
HOD Science

Gary Gage  
Teacher

Sandra Marsh  
Executive BSM

Diana Millard  
BSM

John Crooks  
School's Officer

Rick Stevens  
School Cleaner

Hans Liebig  
School Cleaner

## HEALTH AND SAFETY CONTACTS

### SCHOOL CONTACTS

<b>POSITION</b>	<b>NAME</b>	<b>PHONE EXT</b>
Health and Safety Adviser	Diana Millard	0455 082 575
Health and Safety Adviser	Sandy Marsh	110
Health and Safety Representative	Gary Gage David Gallagher Paddy MacLeod John Crooks Hans Liebig Rick Stevens	135 163 125 153
Rehabilitation & Return to Work Coordinator for Support Staff (RRTWC):	Adele Karetu	196

### DISTRICT CONTACTS

<b>POSITION</b>	<b>NAME</b>	<b>PHONE</b>
Senior Health & Safety Consultant:	Stuart Barrett	47583335
Senior Injury Management Consultant	Kylie Alsop	47583321
Employee Advisor:	Margaret MacDonald	47583328
Claims Officer:	Dafni Van Der Lee	47583303

## **Safety Committee**

The 2014 Kirwan High Safety Committee is comprised of the following staff:

- Sandy Marsh, Business Services Manager, Health and Safety Adviser
- Diana Millard, Business Services Manager, Health and Safety Adviser
- Murray James, Junior Secondary Principal, Chair
- David Gallagher, Head of Department, Health and Safety Representative
- Paddy Macleod, Head of Department, Health and Safety Representative
- Gary Gage, Teacher, Health and Safety Representative
- John Crooks, School's Officer, Health and Safety Representative
- Hans Liebig, School Cleaner, Health and Safety Representative
- Rick Stevens, School Cleaner, Health and Safety Representative

*Safety Committee Meetings* are held once per Term. Meeting minutes will be forwarded to all staff. Safety issues can be forwarded to any of the above members.

## **Safety Induction**

- Safety Induction is provided to all staff at the commencement of the school year.
- Safety Induction for new staff commencing throughout the year will be provided each term
- Following Induction, all staff are required to sign the Safety Induction Register

## **Safety Week**

Safety Week is held in week 3 of each term and focuses on:

- Lockdown Drill
- Emergency Evacuation Drill
- Subject Department Safety Initiatives eg. Sun Safety, Safety in Laboratories etc

# Risk Assessment and Management Plan Process

(Education Policy and Procedures Register(*EPPR*), HLS-PR-012: Curriculum Activity Risk Management <http://education.qld.gov.au/strategic/eppr/> )

**Teachers and leaders responsible for health and safety of students while on school premises and participating in official school activities follow an appropriate planning process to identify minimise and mitigate the inherent risks.**

## Statement of intent

Department of Education and Training (DET) is committed to the health, safety and wellbeing of students, staff and others involved in all curriculum activities conducted at schools or other locations.

This procedure:

- establishes the context for effective [curriculum risk management](#)
- outlines the responsibilities school staff and others have for the safe delivery of curriculum activities
- establishes a minimum procedure for the approval and implementation of risk management for curriculum activities undertaken in schools and other locations
- applies to all curriculum activities organised and/or conducted by school staff.

In applying this procedure it is expected that principals, teachers and [others](#) responsible for implementing school curriculum activities, identify and manage all risks associated with the activity to ensure the safety of all involved.

Those responsible for any school curriculum activity have [legal obligations](#) under the [Workplace Health and Safety Act 1995 \(Old\)](#)  and a [common-law duty of care](#) to ensure the safety of all those involved in the activity through risk management.

When effectively implemented, risk management processes enable staff to demonstrate a systematic approach to safely manage curriculum delivery thereby fulfilling their legal obligations.

Importantly, curriculum risk management constitutes only one component of the school's overall risk management framework.

The risk management of curriculum activities involves the identification of [hazards](#), the [assessment of risks](#) and the [treatment of risks](#) associated with the activities.

All curriculum activities, especially new or unusual ones, should be considered in terms of their [inherent level of risk](#). To do this, consider risks in terms of:

1. Which students will be involved? (age, maturity, experience, special needs, number etc.)
2. What will students be doing? (running, jumping, swimming, cutting, cooking, throwing etc.)
3. What will students be using? (hazardous materials, sporting equipment, tools, stove etc.)
4. Where will students be? (classroom, outdoors, restricted space, pool, creek, the beach, elevated, etc.)
5. Who will lead the activity? (experience, qualifications etc.)

All activities have an '[inherent](#)' [level of risk](#). This procedure and its associated guidelines are to be used to determine the inherent risk level and, where necessary, plan measures so the activity can be conducted with an [acceptable level of residual risk](#). For example, a high ropes activity has an inherently high level of risk. Therefore, a formal risk assessment procedure is to be undertaken and documented for the activity. Safety measures are to be devised and implemented to minimise the risk of injury to students and others. The activity is then conducted with an acceptable level of residual risk.

If a [Curriculum Activity Risk Assessment Guideline](#) exists for a specified activity being planned that guideline is to be adhered to. Where a minimum recommendation of the guideline cannot be met alternative controls are to be implemented to ensure an acceptable level of safety is provided.

The [Curriculum Activity Risk Assessment Template](#) 400k and Guidelines set the minimum requirement for the documentation of a risk assessment. However, it is recognised that some schools or curriculum departments may adopt more detailed risk assessment proformas. Where an alternative risk assessment proforma is used, it is to include the following information as a minimum:

- activity details (date, locations etc)
- inherent risk level of the activity
- identification of the hazards and risks
- level of supervision and qualification of leaders
- explanation of the planned control measures
- date of submission for approval
- approval details (who approved, approval date)
- activity review notes.

Whenever there is a change of circumstance for an activity such as venue, student cohort, time of year or number of participants, any existing risk assessment for the activity is to be reviewed and updated as necessary.

The majority of routine classroom curriculum activities undertaken with students involves minimal risk of safety and could therefore be considered of 'low' risk. As these types of activities have little inherent risk a formal written risk assessment is not required.

When planning curriculum activities consideration should be given to:

- providing parents/carer with information about the nature of the activities
- obtaining parent/carer permission for their child to participate in the activities (**Note:** parental/carer permission must be obtained for [extreme risk activities](#))
- seeking information from parents/carers and/or students with any condition (e.g. physical or medical) that may impair a student 's capacity to safely participate in the activities.

## Responsibilities

### Regional Directors:

- Take all reasonable steps to ensure curriculum risk management strategies according to this procedure are implemented in schools
- provide training for principals to ensure their competence in risk management for curriculum activities.

### Principals:

- Promote a safe, supportive and productive learning environment and ensure the safety of all those at the workplace under the [Education \(General Provisions\) Regulation 2006](#)  and [Workplace Health and Safety Act 1995](#) 
- establish risk management processes at the school that meet the requirements of this procedure
- ensure all staff understand the need for compliance with this procedure
- establish a process for the completion of Curriculum Activity Risk Assessments which considers the:
  - risk level of proposed activity
  - qualifications and experience of teachers and other leaders in relation to the activity
  - identified hazards and [control measures](#) to mitigate risk.
- establish a process for the review and approval of risk assessments for high and extreme risk curriculum activities, whereby:
  - principals only are to approve Curriculum Activity Risk Assessments for [extreme risk activities](#)
  - principals may delegate the approval of Curriculum Activity Risk Assessments for [high risk activities](#) to any relevant deputy principal or head of program (such as head of department, special education, curriculum) and document any delegation arrangements
- establish a process to maintain a [School Curriculum Activity Register](#) 125k of high and extreme risk curriculum activities
- include the following activity details, where an alternative school curriculum activity register is used, as a minimum:
  - date/s of the activity
  - staff responsible for the activity
  - student groups undertaking the activity
  - activity description including the inherent risk level
  - date of approval to undertake the activity.

provide training for staff responsible for the planning and/or delivery of curriculum activities to ensure competence in risk management for relevant activities

- include a risk management component in staff induction programs conducted as soon as practicable after appointment to ensure all new and returning staff:
  - are competent in risk management for relevant curriculum activities
  - understand procedures for the documentation and approval of Curriculum Activity Risk Assessments.
- ensure a registered teacher takes overall responsibility whenever an adult other than a registered teacher is engaged for instruction in an activity
- be satisfied the competence of the nominated leader is appropriate for the activity
- ensure any incident or injury that occurs in association with an activity is reported, recorded and notified in accordance with [HLS-PR-005: Health and Safety Incident Recording and Notification](#)

### Deputy Principals, Heads of Programs (i.e. Head of Department, Special Education, Curriculum):

- Review and approve Curriculum Activity Risk Assessments for high risk activities as delegated by the principal
- ensure details of the [approved high risk activities](#) are recorded in the [School Curriculum Activity Register](#)  
 125k
- provide support to teachers and others in preparing and implementing Curriculum Activity Risk Assessments
- monitor curriculum activities conducted to determine an appropriate level of risk management has been undertaken

### Teachers:

#### Activity planning and risk assessment

- Refer to the [Curriculum Activity Risk Planner](#)  137k to guide the risk assessment process when planning curriculum activities (i.e. when teachers are planning units of work or when a secondary department is developing its curriculum)
- adhere to a [Curriculum Activity Risk Assessment Guideline](#) if one exists for a specified activity being planned, and complete same as the risk assessment for the activity
- consider seeking information from parents/carers and students with any condition (e.g. physical or medical) that may impair a student's capacity to safely engage in an activity
- the minimum requirement for the risk management of curriculum activities are:
  - for ['low' risk activities](#):
    - manage through regular planning processes
  - for ['medium' risk activities](#)
    - document control measures in curriculum planning. A Curriculum Activity Risk Assessment may be completed to assist with the risk assessment process.
    - if a Curriculum Activity Risk Assessment Guideline exists for a planned medium risk activity it is to be adhered to
  - for ['high' risk activities](#)
    - discuss the intention to undertake a high risk activity with the supervisor
    - complete a Curriculum Activity Risk Assessment for the activity
    - obtain approval to undertake the activity in accordance with the Curriculum Activity Risk Assessment by the principal, or a delegated deputy principal or head of program, prior to the activity being undertaken.  
**Note:** Once approved the activity is to be recorded in the School Curriculum Activity Register.
  - for ['extreme' risk activities](#)
    - consider whether the activity should be done as a part of DET curriculum - do the potential benefits of the activity warrant the inherent extreme level of risk?
    - discuss the intention to undertake an extreme risk activity with the supervisor
    - complete a Curriculum Activity Risk Assessment for the activity
    - obtain approval of the principal to undertake the activity in accordance with the Curriculum Activity Risk Assessment prior to the activity being undertaken  
**Note:** Once approved, the activity is to be recorded in the School Curriculum Activity Register.
      - inform parents/carers of the details of the activity
      - obtain written permission from parents/carers for the student to be involved in the activity.
- refer also to the [Curriculum Activity Risk Management Flowchart](#)  82k
- whenever there is a change of circumstance for an activity such as venue, student cohort, time of year or number of participants, any existing risk assessment for the activity is to be reviewed and updated as necessary.

## Managing the activity

- manage the [hazards](#) and risks associated with all curriculum activities
- conduct any high or extreme risk activity in accordance with the approved Curriculum Activity Risk Assessment
- provide comprehensive safety instruction on the processes and techniques associated with the activity to all involved
- emphasise the student's personal responsibility for:
  - the student's safety and the safety of others
  - following safety procedures and instructions
  - safely managing and reporting additional hazards identified.
- reinforce safety considerations throughout the activity
- maintain adequate supervision of students at all times
- ensure students adhere to all safety instructions and directions given in relation to the activity and the use of equipment, materials and personal protective equipment
- ensure others supporting the delivery of curriculum activities are aware of relevant responsibilities
- ensure the Blue Card requirements are met in accordance with the [HRM-PR-010: Working With Children Check - Blue Cards](#) policy.
- maintain an ongoing review of control measures to ensure adequate reduction of risks associated with hazards
- respond to any risk that emerges to ensure the safety of all involved in the activity
- report all injuries, illnesses and dangerous incidents that occur in relation to the activity in accordance with [HLS-PR-005 Health and Safety Incident Recording and Notification](#).

**Others supporting the delivery of curriculum activities** (e.g. sporting club coaches, qualified instructors, parents/carers, volunteers):

- implement effective risk management strategies to ensure the safety of students and others
- follow all instructions provided on how the activity is to be conducted
- raise any concerns in relation to the implementation of an activity to staff responsible for the activity
- report any incidents to the supervising teacher
- comply with the Blue Card requirements in accordance with the [HRM-PR-010: Working With Children Check - Blue Cards](#) policy.

## Forms

- [Curriculum Activity Risk Planner](#)  137k
- [Curriculum Activity Risk Assessment Template](#)  400k
- [School Curriculum Activity Register](#)  125k

## Guidelines

[Curriculum Activity Risk Assessment Guidelines](#)

## Other relevant documents

- [Curriculum Activity Risk Management Flowchart](#)  82k/[strategic/eppr/health/hlspr012/flowchart.pdf](#)
- [HLS-PR-012 Definitions](#)/[strategic/eppr/health/hlspr012/definitions.html](#)
- [Blue Card](#)  <http://www.ccypcg.qld.gov.au/index.aspx>

## Contacts

For information about curriculum activity risk management, contact:

Government Liaison and Projects  
Phone: (07) 3405 0301

# Risk Management for School Curriculum Activities Overview

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This document provides an overview of the:

- risk management process
- DET curriculum risk management procedure
- tools to assist with curriculum risk management.

## The Risk Management Process

The risk management process as outlined in the Workplace Health and Safety Act 1995 involves the following steps:

1. Identify the hazards
2. Assess the risk
3. Determine control measures
4. Implement control measures
5. Monitor and review

## DET Procedure and Tools

- [HLS-PR-012 Managing Risks in School Curriculum Activities](#)
- Curriculum Activity Risk Assessment **Planner**
- Curriculum Activity Risk Assessment **Guidelines\***
- Curriculum Activity Risk Assessment **Template**
- School Curriculum Activity **Register**

## Assessing the Level of Risk

All curriculum activities should be considered in terms of their inherent level of risk. To do this, consider planned activities in terms of:

1. Which students will be involved?  
(Age, maturity, experience, special needs, number)
2. What will students be doing?  
(Running, jumping, swimming, cutting, cooking, etc.)
3. What will students be using?  
(Hazardous materials, sporting equipment, tools, etc.)
4. Where will students be?  
(Classroom, outdoors, pool, beach, at height etc.)
5. Who will lead the activity?  
(Experience, qualifications etc.)

Risk level is assessed by considering the 'likelihood' of an incident occurring in combination with the 'consequence' (e.g. injury level) if it did occur.

The more likely an incident is to occur and the worse its consequence, the higher the risk.

Likelihood of an incident occurring	Consequence of an incident occurring				
	1. LOW No treatment	2. MINOR First Aid	3. MODERATE Medical treatment	4. MAJOR Hospital	5. CRITICAL Loss of life, disability
5. ALMOST CERTAIN	Medium	Medium	High	Extreme	Extreme
4. LIKELY	Low	Medium	High	High	Extreme
3. POSSIBLE	Low	Medium	High	High	High
2. UNLIKELY	Low	Low	Medium	Medium	High
1. RARE	Low	Low	Low	Low	Medium

## Determining the Control Measures

The assessed risk level will determine the actions required.

Risk Level	Actions / Approval Required
Low	<ul style="list-style-type: none"> <li>• Manage through regular planning processes</li> </ul>
Medium	<ul style="list-style-type: none"> <li>• Document controls in planning documents and/or complete a Curriculum Activity Risk Assessment</li> </ul>
High	<ul style="list-style-type: none"> <li>• Curriculum Activity Risk Assessment (CARA) required (see Note below)</li> <li>• Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment</li> <li>• Activity details to be entered in the School Curriculum Activity Register</li> </ul>
Extreme	<ul style="list-style-type: none"> <li>• Consider alternatives to doing the activity</li> <li>• Curriculum Activity Risk Assessment detailing significant control measures will be required (see Note below)</li> <li>• Principal to approve Curriculum Activity Risk Assessment</li> <li>• Activity details to be entered in the School Curriculum Activity Register</li> <li>• Parental permission must be obtained</li> </ul>

**Note:** [Curriculum Activity Risk Assessment Guidelines\\*](#) have been developed for many common curriculum activities, and are available online.

If a CARA Guideline exists for a planned activity, adhere to its requirements and complete it as your risk assessment for approval.

If a CARA Guideline does not exist for a planned high or extreme risk activity, complete a Curriculum Activity Risk Assessment Template.

(\*<http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>)

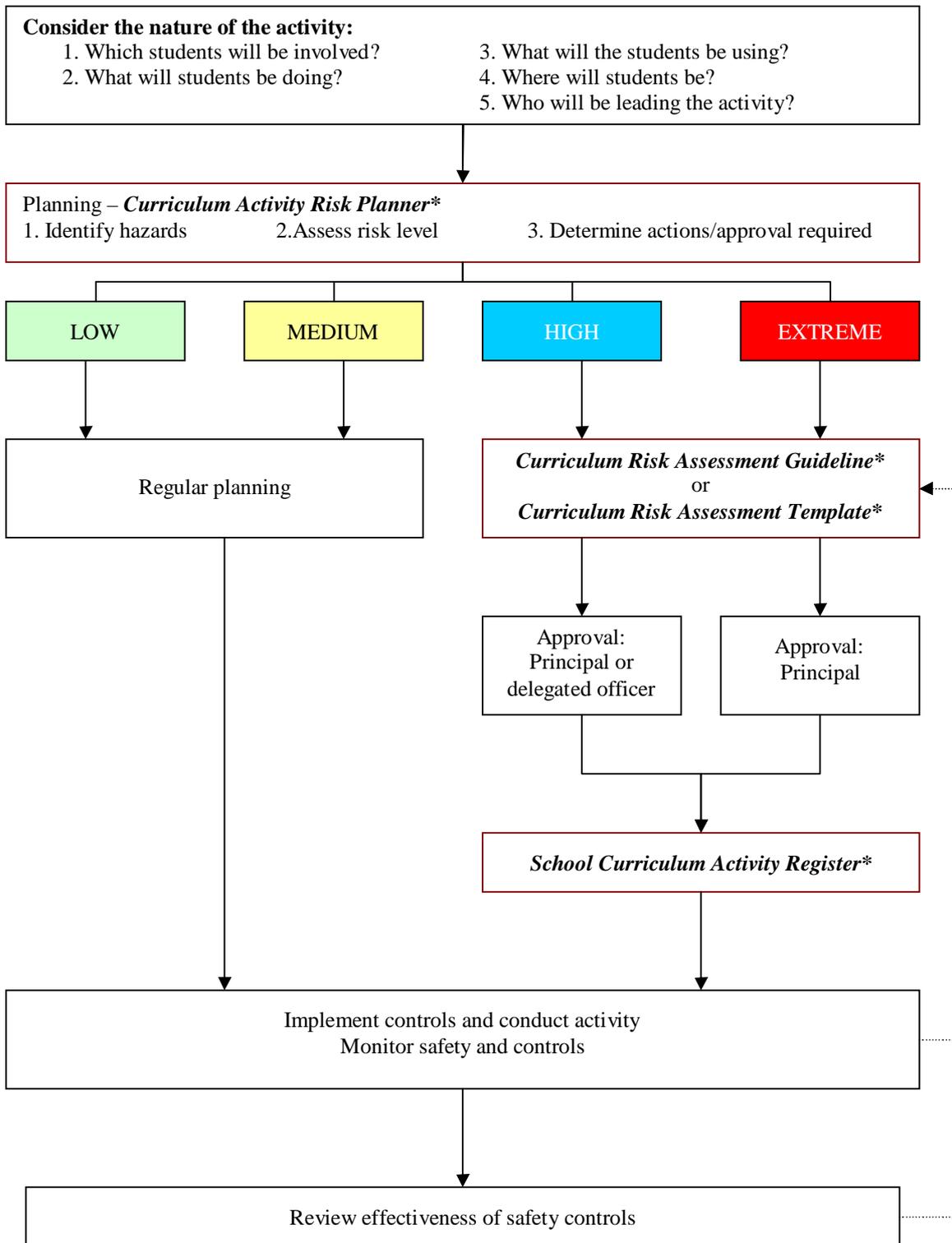
## FURTHER INFORMATION

Refer to:

- [HLS-PR-012 Managing Risks in School Curriculum Activities](#)

Contact:

- Regional Senior Health and Safety Consultant
- School Curriculum Risk Management Coordinator
- School Workplace Health and Safety Officer or Rep.
- Mark Desmond  
Project Officer, DET Organisational Health Unit  
[mark.desmond@det.qld.gov.au](mailto:mark.desmond@det.qld.gov.au)  
Ph. 3225 2157 / 0488 422 177



\*Available from:

- [HLS-PR-012 Managing Risks in School Curriculum Activities](#)
- Curriculum Risk Management Team site:  
<http://team.oneportal.deta.qld.gov.au/sites/crm/default.aspx>

## The Risk Matrix: a guide to assist with your risk assessment

Likelihood	Consequence				
	1. Insignificant	2. Minor	3. Moderate	4. Major	5. Critical
5. Almost Certain	Medium	Medium	High	Extreme	Extreme
4. Likely	Low	Medium	High	High	Extreme
3. Possible	Low	Medium	High	High	High
2. Unlikely	Low	Low	Medium	Medium	High
1. Rare	Low	Low	Low	Low	Medium

The risk matrix is a commonly used tool to assist assessing risk levels.

To use the matrix, simply consider the activity in terms of the likelihood of an incident happening, in conjunction with the consequence (or injury) if the incident did occur. The result of these two considerations is a risk level: low, medium, high, or extreme.

### RISK LEVEL

- Low: Little chance of any injury incurring
- Medium: Some chance of a minor injury incurring
- High: Likely chance of an injury requiring medical attention occurring
- Extreme: Likely chance of a serious injury incurring

### CONSEQUENCE

- Insignificant: No injury requiring treatment
- Minor: Minor injury; first aid
- Moderate: Injury requiring medical treatment; <4 days lost work
- Major: Serious injury requiring specialist medical treatment or hospitalisation; ≥ 4 days off
- Critical: Loss of life; permanent disability or injury

### LIKELIHOOD

- Rare: Probably would never happen
- Unlikely: Would not expect to happen
- Possible: May happen, but you would expect not
- Likely: Expect to happen at some time
- Almost Certain: Probably would happen given the number of time the activity is done

# Curriculum Activity Risk Assessment Template

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**Note:** Use this Risk Assessment for a **high** or **extreme** risk activity where a Curriculum Activity Risk Assessment Guideline does not exist. If a [Curriculum Activity Risk Assessment Guideline](#) exists for your activity, it is to be adhered to and completed as your Risk Assessment.

Activity Description:	
Teachers/Leaders:	
Class groups:	Number of students (approx.):
Start date:	Finish Date:
Supervision ratio (approx.):	

Use this risk assessment matrix as a guide to assess the inherent risk level. Refer to the attached appendix for further details.

Likelihood	Consequence				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Critical
5 Almost Certain	Medium	Medium	High	Extreme	Extreme
4 Likely	Low	Medium	High	High	Extreme
3 Possible	Low	Medium	High	High	High
2 Unlikely	Low	Low	Medium	Medium	High
1 Rare	Low	Low	Low	Low	Medium

Indicate the assessed risk level and undertake the actions required for that level of risk.

Inherent Risk Level		Action Required / Approval
<input type="checkbox"/>	<b>Low</b> Little chance of incident or injury.	<input checked="" type="checkbox"/> Manage through regular planning processes
<input type="checkbox"/>	<b>Medium</b> Some chance of an incident and injury requiring first aid.	<input checked="" type="checkbox"/> Document controls in planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental/carer permission.
<input type="checkbox"/>	<b>High</b> Likely chance of a serious incident and injury requiring medical treatment.	<input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> is required to be completed. <input checked="" type="checkbox"/> Principal or head of program (e.g. DP, HOD, HOSES) approval prior to conducting this activity is required. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> . <input checked="" type="checkbox"/> Obtaining parental permission is recommended.
<input type="checkbox"/>	<b>Extreme</b> High chance of a serious incident resulting in highly debilitating injury.	<input checked="" type="checkbox"/> Consider alternatives to the activity. <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> is required to be completed. <input checked="" type="checkbox"/> Principal approval prior to conducting this activity is required. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> . <input checked="" type="checkbox"/> Parental/carer permission must be obtained for student participation.

## Minimum Standards

Listed below are the general 'minimum' recommendations for the management of **High** and **Extreme** risk activities. For any items you check "No", provide further information on the additional controls to be implemented. For any items that are not applicable, check N/A.

Minimum Supervision and Qualifications	Yes	No
<input type="checkbox"/> Registered teacher with minimum qualifications and experience as required by the nature of the activity; <b>or,</b> <input type="checkbox"/> Registered teacher and an adult with minimum qualifications required to conduct this activity	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient adults with current First Aid qualifications including CPR	<input type="checkbox"/>	<input type="checkbox"/>
Number of adults supervising the activity:      Teachers <input type="checkbox"/> Teacher Aides <input type="checkbox"/>	Others	<input type="checkbox"/>
<a href="#">Blue Card</a> requirements are met	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Note: The minimum adult supervision required will depend on the nature of the activity, individual needs, number of students, environment etc.</i></p> <p><i>If the activity is to be conducted by external leaders, obtain a copy of relevant qualifications and risk management information.</i></p>		
Further information:		

Minimum Equipment/Facilities for the Activity	Yes	No	N/A
First Aid kit suitable for activity is readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> telephone line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies <input type="checkbox"/> student/adult messenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			
Sun safety equipment if outdoors (hat, sunscreen, shirt, shade etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitable personal protective equipment to be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All equipment and facilities comply with relevant safety standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further information:			

Governing Bodies/Associations	Yes	No	N/A
Do guidelines from a governing body exist for this activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If so, have they been referred to and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further information:			



Hazards/Risks	Recommended Control Measures	Yes	No	N/A	Detail how this will be implemented and any additional controls
<b>Infection Control</b>  Body Fluids (e.g. Blood, saliva)  Hygiene Food handling	<ul style="list-style-type: none"> <li>▪ Comply with <a href="#">Infection Control Guideline</a></li> <li>▪ Be prepared to deal with student injuries/accidents involving bodily fluids that are possible given the nature of the activity and students.</li> <li>▪ Establish processes to maintain safe hygiene standards.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Environmental</b>  Sun safety  Weather conditions (e.g. storms, wind)  Site hazards (e.g. isolation, heights, fauna, flora, noise, deep water)  Vehicles	<ul style="list-style-type: none"> <li>▪ Adopt sun-safe strategies e.g.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule activity early morning/late afternoon</li> <li><input type="checkbox"/> Activity to be carried out under cover</li> <li><input type="checkbox"/> Hats, sun-smart clothing, sunscreen</li> </ul> </li> <li>▪ Monitor weather conditions - prepare contingency plan</li> <li>▪ Check site for hazards and implement controls as necessary</li> <li>▪ Check site for poisonous plants/dangerous animals</li> <li>▪ Establish safe, designated areas for people and vehicles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Equipment / Materials</b>  Hazardous substances Sharp implements High risk plant / tools / equipment Electricity Props, stages, lights etc.	<ul style="list-style-type: none"> <li>▪ Refer to Material Safety Data Sheet (MSDS) for each hazardous substance used</li> <li>▪ Provide complete safety instructions on the use of all equipment</li> <li>▪ Establish safety zones for use of equipment</li> <li>▪ Electrical items are maintained as required, and visually inspected before use</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Other Hazards/Risks</b>	<b>Additional Control Measures</b> These would relate to the specific student needs, locations and conditions in which you are conducting your activity.

Submitted by:	Date:
Indicate the names of staff involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following conditions:
<input type="checkbox"/>	Not Approved for the following reasons:
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <b>School Curriculum Activity Register</b> by administrative staff.	Reference No.

<b>Monitor and Review</b> <i>(To be completed during and/or after the activity.)</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-012: Curriculum Activity Risk management](#)
- [HLS-PR-003: First Aid for Schools and Non-school Locations](#)
- [HLS-PR-005: Health and Safety Incident Reporting and Notification](#)
- [SCM-PR-002: School Excursions](#)
- [HRM-PR-010 Working With Children Check - Blue Cards](#)
- [HLS-PR-013: Developing a Sun Safety Strategy](#)
- [HLS-PR-006: Managing Occupational Risks with Chemicals](#)
- [Infection Control Guideline](#)
- [Queensland School Sport](#)
- [Electrical](#)
- [Portable Electrical Power Equipment](#)

## APPENDIX

### MANAGING RISKS IN CURRICULUM ACTIVITIES

This document aims to assist staff undertake an effective risk assessment. The information presented here should be seen as the 'minimum expected standard' to manage risk, rather than the definitive list of requirements.

All the information presented should be carefully considered in respect to specific context, such as:

1. Which students will be involved? (age, maturity, experience, specific needs, number)
2. What will students be doing? (jumping, swimming, cutting, cooking, throwing etc)
3. What will students be using? (hazardous materials, sporting equipment, tools, stove etc)
4. Where will students be? (classroom, outdoors, pool, creek, at height etc)
5. Who will be leading the activity? (experience, qualifications etc)

#### THE RISK MANAGEMENT PROCESS

The workplace health and safety risk management process involves the following steps:

1. **Identify the potential hazards**
2. **Assess the risk**
3. **Decide on the control measures**
4. **Implement the control measures**
5. **Monitor and review**

Ideally, this risk management process should be integrated into routine lesson planning.

Risk assessments are best completed by more than one person thinking about the hazards and controls. Therefore, you are encouraged to involve those planning and delivering the activity in the risk assessment process.

By incorporating effective risk management processes into curriculum planning, staff will be taking proactive measures to minimise the risk of harm to all involved.

#### Step 1. IDENTIFYING THE POTENTIAL HAZARDS

**Hazards** are things that have the potential to cause harm.

Hazards come in many forms - some are common and easily identifiable such as using machinery, falling from heights, javelin throwing, and infectious diseases.

Other hazards may not be as common and may be harder to identify, e.g. activities that would normally be low risk become much riskier when they are done in a new or unusual way, such as with younger students, with large groups, in unfamiliar settings, or for the first time.

Once the hazards have been identified, the level of risk they pose needs to be assessed.

#### Step 2. ASSESS THE LEVEL OF RISK

**Risk** is the likelihood that a harmful consequence (e.g. injury) will occur when exposed to a hazard. As such, a risk level is made up of two elements, the:

- (a) **Likelihood** of an incident happening, and
- (b) **Consequence** if it did happen.

$$\text{Risk} = \text{Likelihood} \times \text{Consequence}$$

There are many factors that influence the likelihood and consequence of an incident. A few examples include the:

- duration or frequency of the exposure to the hazard (e.g. sun or chemical exposure)
- competence of those undertaking the activity (no training or inexperience may lead to an accident)
- environmental conditions (e.g. water in the vicinity of electricity, getting injured in an isolated area)
- speeds, heights and weights of objects being used. The greater the force, the greater the impact.

To assess the level of risk, consider the likelihood of an incident happening in combination with the seriousness of the consequence.

Use the matrix below as a guide to assist with the risk assessment.

Likelihood	Consequence				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Critical
5 Almost Certain	Medium	Medium	High	Extreme	Extreme
4 Likely	Low	Medium	High	High	Extreme
3 Possible	Low	Medium	High	High	High
2 Unlikely	Low	Low	Medium	Medium	High
1 Rare	Low	Low	Low	Low	Medium

Consequence Rating	Description of Consequence
1. Insignificant	No treatment required
2. Minor	Minor injury requiring First Aid treatment (e.g. minor cuts, bruises, bumps)
3. Moderate	Injury requiring medical treatment or lost time of four or fewer days
4. Major	Serious injury (injuries) requiring specialist medical treatment or hospitalisation, or greater than four days lost time
5. Critical	Loss of life, permanent disability or multiple serious injuries

### Step 3. DECIDE ON THE CONTROL MEASURES

The assessed inherent risk level will determine the degree of planning and approval required.

Risk Level		Action Required / Approval
<b>Low</b>	Little chance of incident or serious injury.	<ul style="list-style-type: none"> <li>Manage through regular planning processes</li> </ul>
<b>Medium</b>	Some chance of an incident and injury requiring first aid.	<ul style="list-style-type: none"> <li>Document controls in planning documents and/or complete a <i>Curriculum Activity Risk Assessment</i></li> </ul>
<b>High</b>	Likely chance of a serious incident and injury requiring medical treatment.	<ul style="list-style-type: none"> <li><i>Curriculum Activity Risk Assessment</i> required</li> <li>Principal or delegated head of program (i.e. DP, HOD, HOSES) to review and approve risk assessment</li> <li>Once approved, activity details to be entered in the <i>School Curriculum Activity Register</i></li> <li>Parental/carer permission is recommended</li> </ul>
<b>Extreme</b>	High chance of a serious incident resulting in highly debilitating injury.	<ul style="list-style-type: none"> <li>Consider alternatives to the activity</li> <li><i>Curriculum Activity Risk Assessment</i> detailing significant control measures will be required</li> <li>Principal to review and approve risk assessment</li> <li>Once approved, activity details to be entered in the <i>School Curriculum Activity Register</i></li> <li>Parental/carer permission must be obtained for student participation</li> </ul>

[Curriculum Activity Risk Assessment Guidelines](#) have been developed for many common curriculum activities. These are available online and are updated when necessary. If a *Curriculum Activity Risk Assessment Guideline* exists for a specified activity being planned, the guideline is to be adhered to and completed as a risk assessment.

If unsure when to do a risk assessment, or how to do one, refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and/or consult with the supervisor for advice and assistance.

Control measures are methods used to lower the level of risk to an acceptable level. The types of control measures are listed below in the 'hierarchy of control' - they should be considered and used in this preferred order:

- I. **Elimination:** remove the hazard completely from the workplace or activity
- II. **Substitution:** replace a hazard with a less dangerous one (e.g. using a softer ball, different location)
- III. **Isolation:** separate people from the hazard (e.g. safety barrier)
- IV. **Redesign:** making a machine or work process safer
- V. **Administration:** putting rules or training in place to make a workplace safer
- VI. **Personal Protective Equipment:** protective clothing and equipment (e.g. helmet, gloves, shin-pads).

#### **Step 4. IMPLEMENT THE CONTROL MEASURES**

Sufficient control measures are to be implemented to reduce the risk to an acceptable level.

For all high and extreme risk activities, the control measures should be implemented in accordance with the approved risk assessment.

#### **Step 5. MONITOR AND REVIEW**

At all times, the controls should be monitored to ensure they are providing the intended level of safety.

It is important to assess the effectiveness of the control measures you have implemented as the activity is being conducted and after the activity is completed. This step of the risk management process is often overlooked. If necessary, modify or add control measures to ensure safety.

Record any changes to the safety measures in the Monitor and Review section of the Curriculum Activity Risk Assessment for future reference.

#### **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](#).

For further advice and support with risk management, 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](#) <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index.html#contacts>.

## **Accident Procedure- Students**

- For minor accidents requiring basic first aid, direct the injured student to the Student Counter for treatment by the Administration First Aid officer
- In all instances, apply the first aid principles of DRABC
- Apply first aid as required and assist/ escort student to the student counter if able to be moved for further treatment, follow up or parent contact
- Brief Administration staff on injury and first aid treatment provided
- If the student is unable to be moved contact a nearby staffroom or Administration if in need of further assistance
- If in need of an ambulance contact Administration (extension 130 or 120) to make arrangements
- In the case of a very serious accident teachers may use their discretion and ring the Ambulance from their staffroom or by mobile phone. It is imperative that you notify the office immediately of this decision.
- Complete the online Health and Safety Incident Report or complete the Offline Health and Safety Incident Report and submit the report to the Business Service Manager Assistant for entry on MyHR

## **Accident Procedure- Staff**

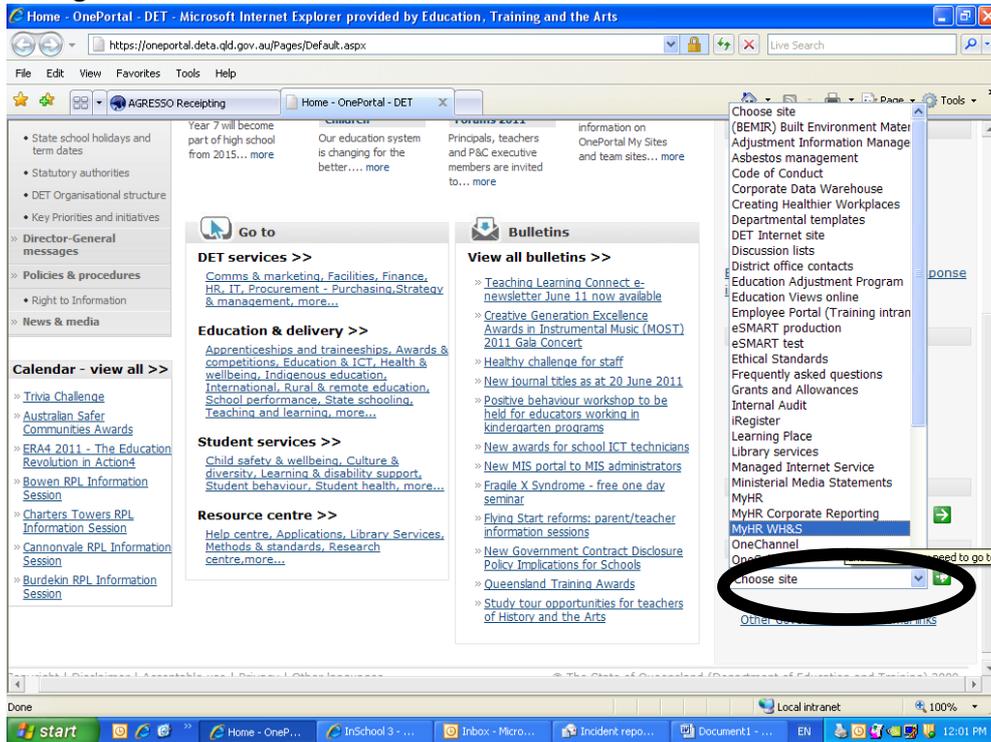
This procedure should be followed for your own protection and applied in the case of any injury sustained at School or on the way to and from School:

- Report the injury to any member of Administration. Where possible, have a witness make a written statement.
- Complete the online Health and Safety Incident Report or complete the Offline Health and Safety Incident Report Form and submit to the Business Service Manager Assistant
- Visit a Doctor and obtain a Workers Compensation Medical Certificate.
- Complete WorkCover Claim Form.
- All required forms may be obtained from the Business Service Manager Assistant

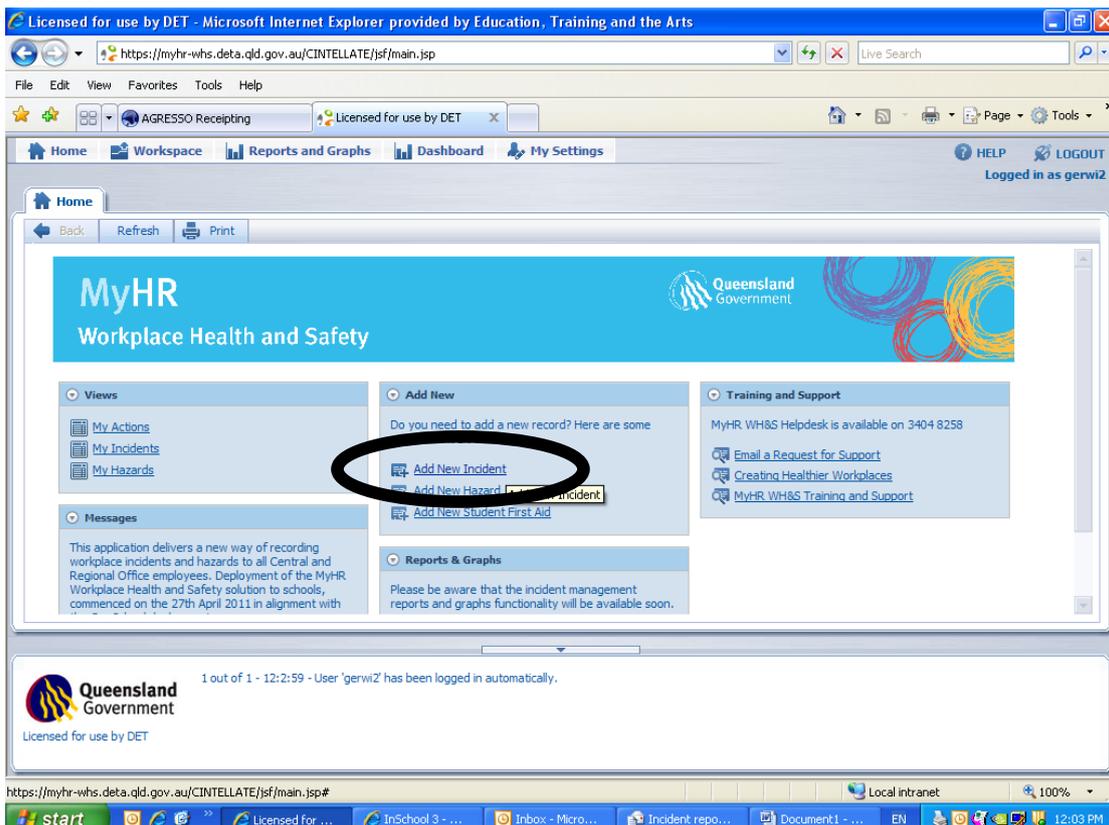
# MyHR Process for Entering Accident Reports



1. On front screen double click on OnePortal
2. Scroll down to the bottom right side of this page to Quick links and select MyHR WH&S and then click on the bottom green arrow .

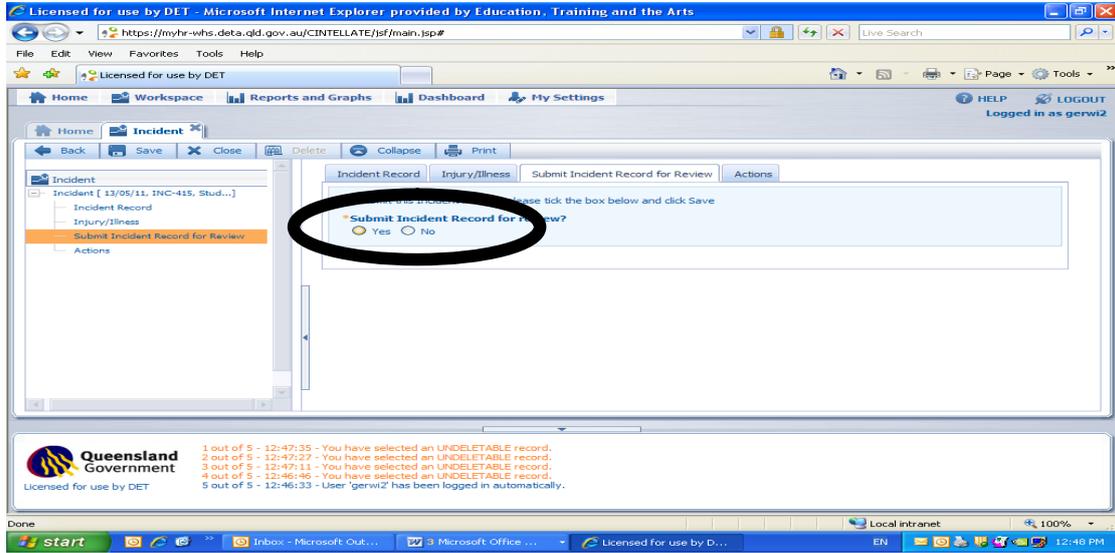


3. Click on Add New Incident



4. Enter the information into each section and SAVE

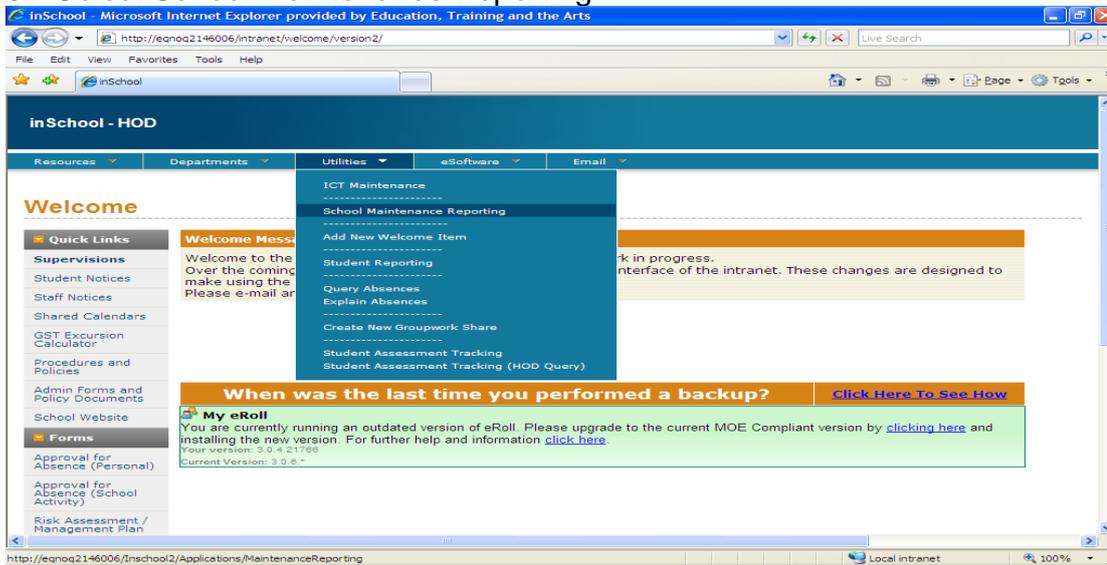
5. Click 'YES' to submit



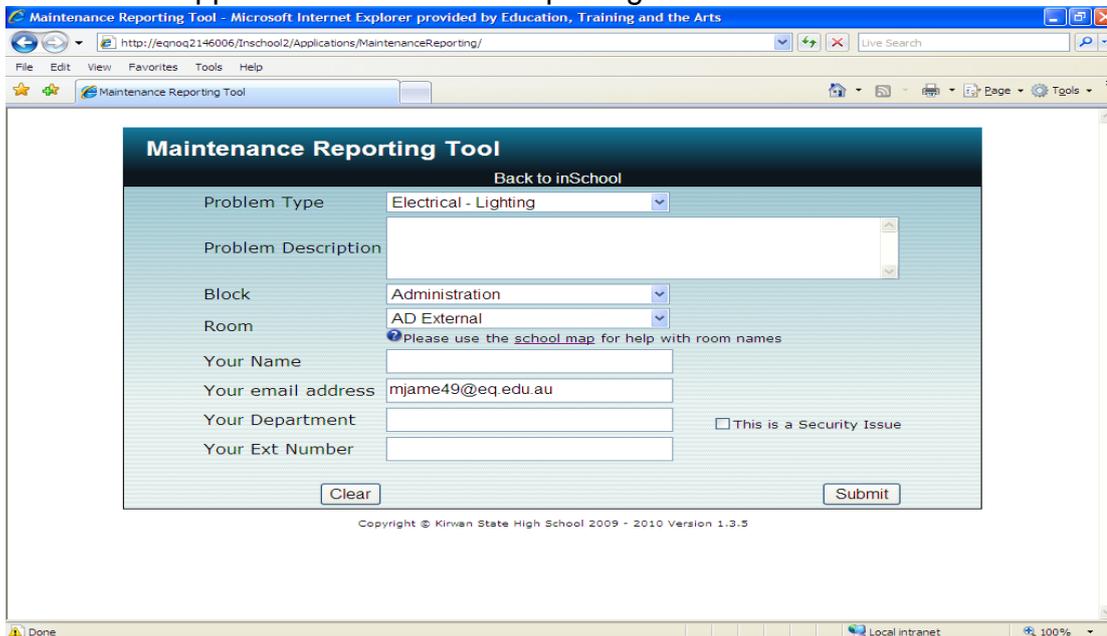
## School Maintenance and Hazard Reporting

In the event of staff identifying a school maintenance issue or a safety hazard a report needs to be made to have the maintenance issue or safety hazard addressed. This should be done via the school intranet by following the steps below:

1. Log onto Intranet
2. Select Utilities
3. Select School Maintenance Reporting



### 4. Window appears-‘Maintenance Reporting Tool’



5. Complete all sections
6. URGENT ATTENTION is REQUIRED for faulty electrical devices, power points, switches and other building security issues such as broken glass, windows and doors that do not close.
  - CHECK the box  This is a security issue. Items with this box checked will be given priority status
7. Click SUBMIT (sends a report to the school Janitor for action)

## Lockdown Procedure

### INTERMITTENT SOUNDING OF SIRENS/BELLS

Use in the event of an emergency situation that may prevent the safe evacuation of a school building and may require isolating the students and staff from danger.

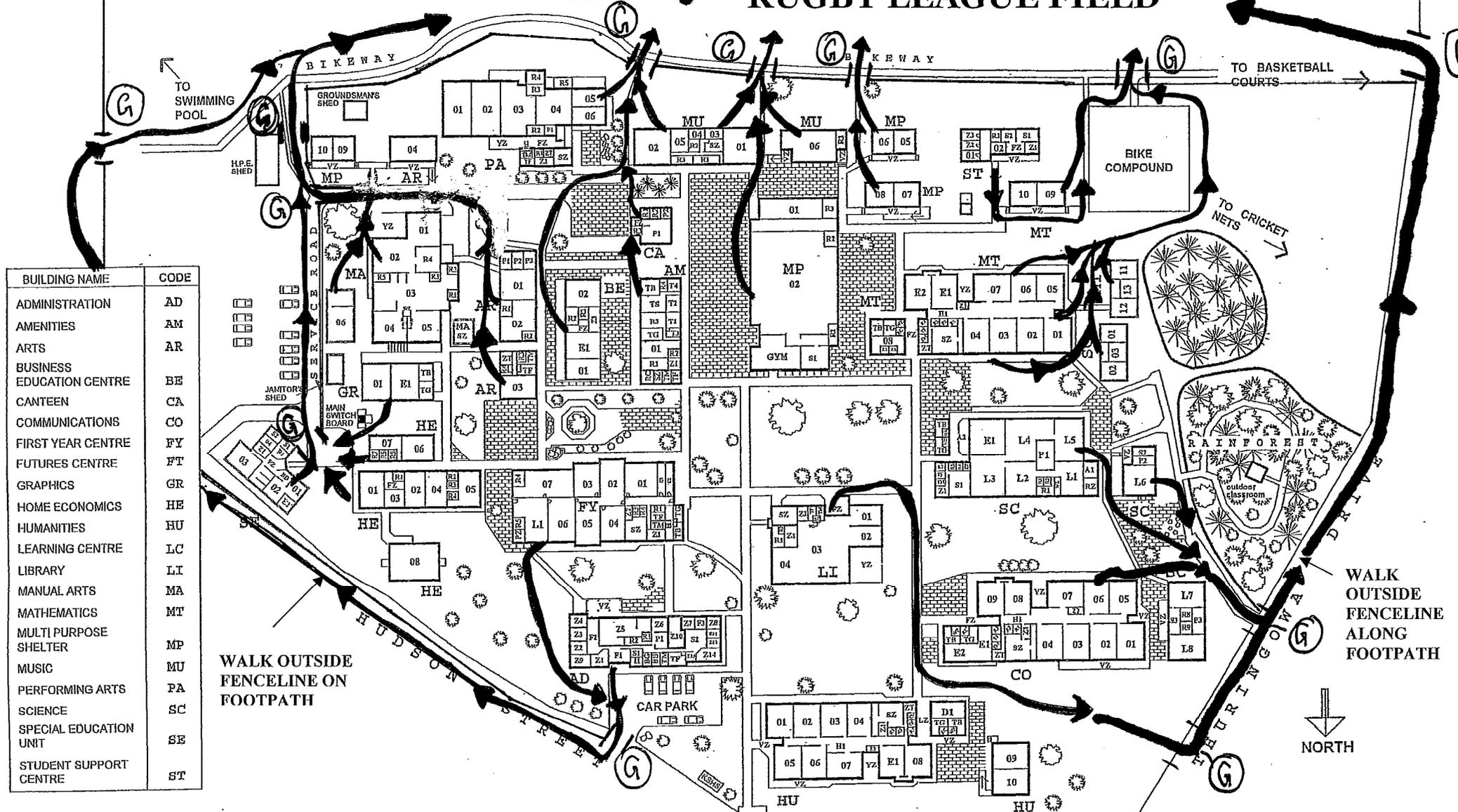
A.	<b>BEFORE SCHOOL OR DURING BREAKS</b> – Go to nearest room or your CAM class.
B.	<b>DURING CLASS</b> – Remain in your classroom.
1.	<b>LOCK</b> all windows and external doors.
2.	<b>TURN</b> off the lights.
3.	<b>SIT QUIETLY</b> on the floor, under desks, away from doors and windows.
4.	<b>REMAIN CALM</b> and do not move until the all clear is sounded.

## EVACUATION PROCEDURE

1.	<p>Evacuation alarm will sound – single long continuous ring.</p> <p>There may also be message sent by phone indicating the whereabouts of the incident to alert staff about which routes or areas to avoid during the evacuation.</p>
2.	<p>Teachers must quickly account for all students in their class and call them to attention. Note any students who are not currently with the class, for example, a student who has gone to the library. As a general rule, teachers should mark the roll at the beginning of the lesson, and note how many students are present. This will be vital information in the event of an emergency evacuation.</p>
3.	<p>Teachers must take charge of their class and evacuate the building in a <u>safe and orderly</u> fashion. All staff members and visitors must also evacuate. Every staff member should take the initiative and check that classes in neighbouring rooms and buildings have been alerted and are also evacuating. Do not lock the buildings as emergency services staff may need to enter. <b>Orderly and complete evacuation of the whole building is the highest priority.</b> Only after this has been done and the building checked should staff be concerned about where to take their class. Staff in each building need to communicate with each other quickly and efficiently.</p>
4.	<p>Teachers must escort their class directly to the nearest fence line to get away from the buildings. Unless instructed otherwise, teachers should then take student along the fence line to the oval. It may be safer to go outside the school fence in some instances so staff should use their judgement.</p> <p>See the <b>map</b> for instructions for evacuation routes for each building.</p>
5.	<p>Once on the oval teachers must stay with the class they were teaching at the time of the evacuation. Students are to sit on oval in class groups in order from year 8 to year 12. The Year Coordinators or nominated teacher will use the timetable to check that all classes are present.</p>
6.	<p>Year coordinators will check with year level teachers and record attendance details. Year coordinators will then report to the Officer in Charge. If a teacher believes that a student or staff member is missing they must alert the Officer in Charge immediately. Delivering this message may mean that the teacher needs to leave their class under the supervision of another teacher or staff member.</p>
7.	<p>Teachers must then follow instructions from Administration staff and Emergency Services personnel. They may instruct groups to move to the oval or away from the grounds to Pioneer Park to avoid smoke inhalation and other hazards.</p>
8.	<p>Wait for further instructions or the All Clear signal.</p>

G - GATE

# EVACUATION ASSEMBLY AREA RUGBY LEAGUE FIELD



BUILDING NAME	CODE
ADMINISTRATION	AD
AMENITIES	AM
ARTS	AR
BUSINESS EDUCATION CENTRE	BE
CANTEEN	CA
COMMUNICATIONS	CO
FIRST YEAR CENTRE	FY
FUTURES CENTRE	FT
GRAPHICS	GR
HOME ECONOMICS	HE
HUMANITIES	HU
LEARNING CENTRE	LC
LIBRARY	LI
MANUAL ARTS	MA
MATHEMATICS	MT
MULTI PURPOSE SHELTER	MP
MUSIC	MU
PERFORMING ARTS	PA
SCIENCE	SC
SPECIAL EDUCATION UNIT	SE
STUDENT SUPPORT CENTRE	ST

WALK OUTSIDE FENCELINE ON FOOTPATH

WALK OUTSIDE FENCELINE ALONG FOOTPATH



*Futures Centre*

# RUGBY LEAGUE FIELD

