

# AUSTRALIAN RULES

**Note:** For those schools not using OneSchool, this template is to be used in combination with the [Curriculum Activity Risk Planner](#). If a CARA activity guideline exists for the activity, the minimum requirements outlined in it must be followed.

Activity Description: CHALLENGE GAMES – AFL		
Teachers/Leaders: The Challenge Games Committee		
Class groups: Various schools from around Australia	No. of students (approx): 1100	
Start date: 01/08/2018	Finish Date: 02/08/2018	Supervision ratio (approx): Schools to provide supervision

Use this risk assessment matrix as a guide to assess the inherent risk level. Refer to the [Curriculum Activity Risk Planner](#) 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"/>	Low	Little chance of incident or injury	<input type="checkbox"/> Manage risk through regular planning processes.
<input checked="" type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid	<input checked="" type="checkbox"/> Document risks and controls in regular planning documents <input checked="" type="checkbox"/> Manage risk through regular planning processes. <input checked="" type="checkbox"/> OR complete this <i>Curriculum Activity Risk Assessment</i> .
<input type="checkbox"/>	High	Likely chance of a significant 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 (i.e. DP, HOD, HOSSES) approval is required prior to conducting this activity. <input type="checkbox"/> <a href="#">Parent/carer</a> consent is recommended. <input type="checkbox"/> Once approved, activity details are to be entered into the <a href="#">School Curriculum Activity Register</a> .

Inherent risk level		Action required/approval
<input type="checkbox"/>	<b>Extreme</b>	<p>High chance of a serious incident resulting in highly debilitating injury</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes.</li> <li><input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed.</li> <li><input checked="" type="checkbox"/> Principal approval is required prior to conducting this activity.</li> <li><input checked="" type="checkbox"/> <a href="#">Parent/carer</a> consent must be obtained for student participation.</li> <li><input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <a href="#">School Curriculum Activity Register</a>.</li> </ul>

**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions procedure for the Excursion Planner template](#).

### Minimum supervision

- Adequate adult supervision must be provided. A broad range of variables will affect your decision about what constitutes adequate supervision, for example, the:
  - nature of the activity conducted
  - number of students/size of groups, if more than one group
  - needs of students and their expected capabilities (e.g. age, experience, competence, fitness)
  - leader's competence and experience
  - planned duration of the activity
  - suitability and availability of equipment
  - environmental and weather conditions
  - difficulties/distance/condition of the venue/site of the activity (e.g. trails, vehicle tracks, roads)
  - remoteness of the activity
  - likelihood of leader becoming incapacitated or separated from participants.
- 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.

Provide information about supervision:
<p>Each school provides supervision of the students at each activity during the carnival. The committee will provide activity supervisors/volunteers to run the events. A member of AFL QLD will conduct these sessions.</p>

### Minimum activity-specific qualifications for supervisors

Relevant qualifications will depend on the nature of the activity, but as a minimum:

- there are sufficient adults with current First Aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel
- if operating more than one hour away from Emergency Services, an adult with a current Remote Area First Aid qualification is present
- consider whether 'competence' (knowledge and skills to safely carry out the activity) is sufficient for the activity leader rather than a formal qualification. A teacher/leader could demonstrate competence by two or more of the following:
  - knowledge of the activity and the associated hazards and risks
  - experience (i.e. previous involvement) in undertaking the activity
  - demonstrated ability and/or expertise
  - possession of relevant qualifications.
- if the activity is being conducted by external leaders, obtain a copy of relevant qualifications and risk management information.

Provide evidence of the leader/supervisor's relevant qualifications and/or competence:

Schools to provide their own first aid. The committee will have an extra first aid kit in the event of a school misplacing theirs.

### Minimum activity-specific equipment/facilities

Consider the equipment and facilities required for the activity. Depending on the nature of the activity, this may include:

- **First Aid kit** (including sufficient and suitable bandages, ice packs, etc as appropriate)
- **communication equipment e.g. phone line at location, mobile phone**, satellite phone, whistle/marine whistle, walkie talkie/UHF/VHF radio, PLB (personal locator beacon)
- **drinking water** (students should not share containers)
- **sun safety equipment if outdoors** (hat, sunscreen, shirt, shade, etc)
- appropriate clothing (consider weather conditions if outdoors)
- injury management procedure (including head injuries where this is a possibility) in place
- **suitable personal protective equipment**
- all equipment and facilities should comply with relevant safety standards.

Provide information about activity-specific equipment/facilities:

- Activity to use open grassed area provided at the facility.
- Equipment provided by representation of AFL QLD.

### Governing bodies/associations

- Guidelines/codes of practice are available for many activities. Refer to the relevant governing body/association, if one exists.
- If you are organising sporting competitions or events, refer to the Queensland School Sport Unit.

Provide information about advice from governing bodies/associations, if relevant:

Education Qld Guidelines used  
(attach file)


### Activity-specific hazards/risks and suggested control measures

Consider the potential hazards and risks involved with this activity and implement control measures to minimise these risks. Depending on the nature of the activity, controls may include:

- establishing updated processes to maintain safe hygiene standards
- preparing to deal with possible student injuries/accidents** involving bodily fluids and ensuring familiarity with the *Management of Prescribed Contagious Conditions* procedure and *Infection Control* guideline.
- providing instruction in rules, safety procedures**, safe handling of equipment and prerequisite skills before students commence the activity

- following progressive and sequential skills development
- monitoring student numbers and available space
- adopting sun-safe strategies if outdoors, e.g. scheduling the activity in the early morning/late afternoon; using shaded areas; wearing hats, sun-smart clothing, sunscreen
- referring to the *Chemical Hazards in the Curriculum* guideline and related *Guidance Notes* if hazardous substances are being used
- establishing safety zones for the use of equipment, if relevant
- ensuring electrical items are maintained as required, and visually inspected before use
- ensuring that relevant medical/emergency plans and medications are available (insulin, Ventolin®, EpiPen®, etc) if students with medical conditions are involved
- referring to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents
- obtaining advice from relevant advisory visiting teachers or specialist teachers where necessary
- undertaking a risk management process to prevent or minimise the risk of injuries if the activity involves manual tasks
- discouraging the wearing of jewellery or use protective measures (e.g. taping) if jewellery is worn and ensuring that hair and clothing does not interfere with safety
- for sporting activities:
  - assessing the suitability of surface/playing field (loose items, debris, potholes/divots in ground, line markers, or other hazards) and dampness before and during activity, and ensuring that the surface is non-slip, even and firm
  - modifying activities to match the skill and fitness levels of students
  - having appropriate warm-up and warm-down activities
  - continually monitoring students for signs of fatigue and exhaustion
  - ensuring that if spectacles need to be worn during sports activities/matches and training sessions, they have plastic lenses. A band should also hold the spectacles on securely.
- for outdoor activities:
  - assessing weather conditions before and during activity (e.g. temperature, storms)
  - situating activities away from buildings, pedestrians and other activities (as appropriate)
  - checking the site for hazards and implement necessary controls
  - checking the site for poisonous plants/dangerous animals
  - establishing safe, designated areas for people and vehicles
  - considering hazards associated with types of fencing materials, gates and other infrastructure (e.g. barbed wire, star pickets, electrified fencing, rough timber, uneven terrain) and the risk of students being injured by these materials and conditions.

Provide information about:	
<ul style="list-style-type: none"> <li>• hazards/risks</li> </ul>	<ul style="list-style-type: none"> <li>• planned control measures:</li> </ul>
<ul style="list-style-type: none"> <li>• Must maintain safety with regard to safe zones</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate number of activity supervisors.</li> </ul>

Approval	
<input checked="" type="checkbox"/>	Approved as submitted
<input type="checkbox"/>	Approved with the following conditions:
<input type="checkbox"/>	Not approved for the following reasons:
By: Paul Martin	Designation: Assistant Principal – Admin
Signed: 	Date: 23/07/2018
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference No.

Monitoring and Review <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:		

### Useful activity-specific links

- *Chemical Hazards in the Curriculum* – Curriculum Activity Risk Assessment guideline  
<http://education.qld.gov.au/curriculum/carmg/doc/chemical-hazards-template.doc>
- *Chemical Hazards Guidance Notes*  
<http://education.qld.gov.au/curriculum/carmg/doc/guidance-notes.doc>
- [Curriculum Activity Risk Planner](#)
- Developing a Sun Safety Strategy  
<http://education.qld.gov.au/schools/healthy/wellbeing-guidelines/sun-safety.html>
- First Aid  
<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx>
- Hazards and Risks – Electrical  
<http://education.qld.gov.au/health/safety/hazards/electrical.html>
- Health and Safety Incident Recording, Notification and Management  
<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>

- How to manage work health and safety risks – Code of Practice 2011  
<https://www.worksafe.qld.gov.au/laws-and-compliance/codes-of-practice>
- Infection Control guidelines  
<http://education.qld.gov.au/health/pdfs/infection-control-guidline.pdf>
- Management of Prescribed Contagious Conditions  
<http://ppr.det.qld.gov.au/education/community/Pages/Management-of-Prescribed-Contagious-Conditions.aspx>
- Managing Risks in School Curriculum Activities  
<http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx>
- [Managing Risks in School Curriculum Activities – Flowchart](#)
- Managing Risks with Chemicals in Department of Education and Training (DET) Workplaces  
[http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Managing-Risks-with-Chemicals-in-Department-of-Education,-Training-and-Employment-\(DET\)-Workplaces.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Managing-Risks-with-Chemicals-in-Department-of-Education,-Training-and-Employment-(DET)-Workplaces.aspx)
- Queensland School Sport  
<https://queenslandsschoolsport.eq.edu.au/Pages/default.aspx>
- Recreational Diving, Recreational Technical Diving and Snorkelling – Code of Practice 2011  
<https://www.worksafe.qld.gov.au/laws-and-compliance/codes-of-practice>
- Safe Work Australia – Safety Data Sheets (SDS)  
<http://www.safeworkaustralia.gov.au/sites/swa/whs-information/hazardous-chemicals/sds/pages/sds>
- Safety Data Sheets (SDS) and Labelling  
<https://www.worksafe.qld.gov.au/injury-prevention-safety/hazardous-chemicals/managing-hazchem-risks/labelling-and-safety-data-sheets>
- *Safety in Recreational Water Activities Act 2011 (Qld)*  
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/S/SafeRecWaA11.pdf>
- [School Curriculum Activity Register](#)
- School Excursions and International School Study Tours  
<http://ppr.det.qld.gov.au/education/management/Pages/School-Excursions.aspx>
- Working with Children Check – Blue Cards  
<http://ppr.det.qld.gov.au/corp/hr/management/Pages/Working-with-Children-Check---Blue-Cards.aspx>

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# Australian football

The planning considerations that are common to all curriculum activities can be found in the [CARA generic template](#). These must be considered as well as the activity-specific considerations outlined below.

## Activity scope

This guideline relates to student participation in Australian football (AFL) as a curriculum activity, including skills development, training and competitions.



## Mandatory/special requirements

*Mandatory requirements must be met for the activity to be conducted. Special requirements are to be considered in the planning and delivery of this activity.*

Modified versions of AFL may include additional and/or alternate risks and equipment that should be considered in planning this activity.

Students involved in opposition based drills and contact games must wear a mouthguard in order to participate.

Competition games must be controlled by qualified coaches and umpires.

During competition, a qualified first aid officer/sports trainer should be readily accessible to the field(s) of play to provide immediate first aid assistance. There must be phone access to call an ambulance if required.

Guidelines/codes of practice are established for this activity. Refer to [AFL Community](#).

## Risk level

- **Medium** risk: Teaching of modified games, adhering to the [AFL Sport Education in Physical Education Program](#) or other modified non-contact/minimal contact versions of AFL.
- **High** risk: Teaching of AFL skills, training and competitions.

## Minimum supervision requirements

- Covered in the Planning Considerations section as outlined in the [CARA generic template](#).

## Minimum qualifications for supervisors

### Medium risk level

- A registered teacher with competence (knowledge and skills) in the teaching of AFL.  
OR
- A registered teacher or other activity leader (as appropriate for the age group) with:
  - U/8 to U/11: [Level 1 \(Junior\)](#) coaching accreditation from AFL Queensland. This course may be undertaken through the [Get Active Queensland Accreditation Program](#) (GAQAP).
  - OR
  - U/12 to U/17: [Level 1 \(Youth\)](#) coaching accreditation from AFL Queensland. This course may be undertaken through GAQAP.

*High risk level*

- An adult with Level 1 (Youth) coaching accreditation from AFL Queensland. This course may be undertaken through GAQAP.

**Minimum requirements for equipment/facilities**

- A clearly defined playing area (including boundary clearances) that is level, grassed and away from buildings, pedestrians and other activities.
- An injury management procedure (including head injuries) in place. Refer to Queensland School Sport [Competition Procedures](#) concussion policy.
- Goal and behind posts padded as follows:
  - a minimum of 35mm thick foam padding, covered in canvas or painted
  - a minimum height of 2.5m from the bottom of each goal and behind post
  - a suitable width to allow the padding to be fixed around each goal and behind post - the padding must be securely attached around each goal and behind post.
- Footwear appropriate to the playing surface, type of activity (i.e. training or match) and age of participants.

**Hazards and controls**

Hazards	Control measures
Body contact	<ul style="list-style-type: none"> <li>• Enforce rules regarding physical contact and dangerous play specific to the sport.</li> </ul>
Environmental conditions	<ul style="list-style-type: none"> <li>• Clearly define the playing and clearance areas prior to play commencing. <a href="#">AFL Queensland</a> recommend a clearance of 5m surrounding the playing area.</li> <li>• If the recommended boundary clearance is not met, provide instructions to the officials/supervisors and students about the limited clearance zone and the steps they could take to ensure safety, including the following:           <ul style="list-style-type: none"> <li>- reduce the size of the playing field to achieve an adequate clearance zone</li> <li>- <del>remove</del> spectators/dangerous obstacles within the clearance zone - station supervisors near any obstacles within the clearance zone - pad any obstacles located within the clearance zone.</li> </ul> </li> <li>• Ensure drink breaks occur regularly (i.e. drink breaks are recommended every 30 minutes in conditions of extreme temperature) and drinks are available for individual players between drink breaks.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• If one or more students are wearing footwear, ensure all students have footwear.</li> <li>• Inspect boots before each match. Any boots with loose, sharp-edged or excessively worn studs and sharp-edged soles should not be worn.</li> </ul>
Student considerations	<ul style="list-style-type: none"> <li>• Adhere to <a href="#">AFL Next Generation Australian Football Match Policy</a> for the conduct of the game for players under 18.</li> <li>• Select students for on field position(s) on the basis of ability, size and suitability.</li> <li>• Ensure training is specific to player position.</li> <li>• Ensure students pass through the skills and knowledge areas associated with AFL before participating at a level governed by the full laws of the game.</li> </ul>



- Modify games to match the age, skill and fitness levels of students.

### Additional links

- Queensland School Sport Unit  
<https://queenslandschoolsport.eq.edu.au/Pages/default.aspx>
- Sports Medicine Australia Injury Fact Sheets <http://sma.org.au/resources-advice/injury-fact-sheets/>

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