

# Jumping Events – Long Jump

**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 – JUMPING EVENTS – LONG JUMP	
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 type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> is required to be completed. <input type="checkbox"/> Principal or head of program (i.e. DP, HOD, HOSES) 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:

Each school provides supervision of the students at each activity during the carnival. The committee will provide activity supervisors/volunteers to run the events.

### 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 a first aid officer at the event also.

### 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:

- Landing area is clear of foreign materials.
- Take off board is set closer to pit using appropriate tape.
- Raking of the pit.

### 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>● No spikes unless invitationals.</li> <li>● Check rake is prongs down.</li> </ul>	<ul style="list-style-type: none"> <li>● Rake pit to clear any foreign objects.</li> <li>● Supervise approach, take off and landing areas.</li> <li>● Take off board clearly visible.</li> <li>● Rake placed prongs down.</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:
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-guideline.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://queenslandschoolsport.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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# Long and Triple Jump

## Activity scope

This document relates to student participation in training and competition of Long and Triple Jump as a curriculum activity.



## Minimum activity-specific qualifications for supervisors

- For a registered teacher:
  - [Get Active Queensland](#) Athletics Coaching - Part A for long jump, OR
  - Get Active Queensland Athletics Coaching – Part A and B for triple jump, OR
  - [Level 2 Athletics Australia](#) – Athletics Club Coach accreditation, OR
  - Competence (demonstrated ability/experience) in the teaching of long jump and triple jump, OR
- For a leader other than a registered teacher:
  - Get Active Queensland Athletics Coaching – Part A for long jump, OR
  - Get Active Queensland Athletics Coaching – Part A and B for triple jump, OR
  - Level 2 Athletics Australia – Athletics Club Coach accreditation.

## Minimum activity-specific equipment/facilities

- Approach and take-off areas should be level and have an even surface.
- A landing area that measures not less than 2.75 metres wide and no less than 10 metres from the take-off board in length (refer to [International Association of Athletics Federation \[IAAF\] Technical Rules](#) for further information).
- Sufficient sand to absorb impact from landings.
- The landing area must be:
  - inspected regularly, and on the morning of jumping, for foreign objects
  - cleaned and sanitised where necessary
  - raked and level after each jump.

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

- Clear landing area before students commence their approach.
- Supervision at approach, landing, and take off areas.
- The take-off board should be clearly visible, flat and level with the ground surface. The rigid board may be replaced with carpet or similar material. The type of take-off board should be considered when spikes are worn.
- When using a wooden take-off board, shoes should be worn or feet correctly taped to avoid small splinters.
- A variety of take-off points for Triple Jump to ensure students can reach the landing area.
- Markers should not be left in or adjacent to the pit.
- Jumping should take place from one direction only.
- Rakes, forks and shovels should not be left unattended in or beside the jumping area.
- Leave rakes and forks lying on the ground with prongs face down.
- Check all equipment before use.
- Instruct students regarding safety procedures in the use of spikes, where appropriate.
- Guidelines/codes of practice are established for this activity, refer to [Athletics Australia](#).



## Useful activity-specific links

- Athletics Australia  
<http://www.athletics.com.au/home>
- Get Active Queensland Accreditation Program  
<http://www.nprsr.qld.gov.au/community-programs/education-training/accreditation-program/index.html>
- IAAF Technical Information  
<http://www.iaaf.org/about-iaaf/documents/technical>

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Jumping Events – Long and Triple Jump — Page 2 of 2