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## 6.14 SPORTS RISKS ASSESSMENT

JANUARY 2007

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### **Introduction**

#### **Purpose of the Risk Assessment**

- To develop Physical Education/Outdoor Education /Sports practices that are in accordance with 'best practice' principles and any relevant standards that may apply.
- To ensure that all risk management practices are in accordance with the St. Mary's Coptic Orthodox College's standards and values.
- What is defined as 'risk': Risk is an integral part of taking groups into an outdoor setting. It may include psychological, emotional, physical or social elements and the aim of teachers and leaders must be to manage and minimise risk and limit accidents to a level associated with everyday living.
- To ensure that the activity is safe yet a challenging and enriching personal experience, the level and type of risk must be managed appropriately. With that responsibility comes the temptation to completely remove all types of risk and to ensure safety; the potential result, however, can be to limit the learning outcomes and to detract from the experience of the individual, so we recognise that each Physical Education activity has an element of risk and we are trying to minimise this. This Risk Assessment is for all staff involved in Physical Education and Outdoor activities to read and implement to minimise the hazards and risks when planning and conducting the activities.

#### **Objectives of Risk Assessment**

- To ensure that significant risks are understood and managed by St. Mary's Coptic Orthodox College's staff, students and members of the school community.
- To develop a comprehensive approach to risk management that embraces the school and school community.
- To promote risk awareness for all staff, students, contractors and visitors, and to ensure that aspects of risk management are incorporated in all decision making and planning processes of Physical Education.
- To create an environment where every staff member, student and school community member assumes responsibility for the managing of risks over which he or she has control for Physical Education.
- To ensure that significant risks are identified, recorded and monitored, and that appropriate treatment strategies are planned, implemented and maintained.

- To ensure that adequate resources, within the constraints of the school budget, are deployed to manage risks.

### **Notes to Practical Application of Risk Assessment and Management Principles**

- All risks faced by the school, including those formally identified, are already covered by some form of formal or informal risk treatment strategies.
- All identified risks and the effectiveness of the treatment strategies, will be reviewed in November 2005 with a view to maintaining the effectiveness of the risk management process and incorporating any new activities introduced into the Physical Education program.

**The following table outlines considerations for all physical activities, lessons and sports taught throughout the St. Mary’s Coptic Orthodox College Physical and Outdoor Education program and are not specifically named under each sport.**

| <b>Areas to be considered for all activities</b> | <b>Procedures and Risk Control Measures</b>   |
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| Activities                                       | All activities taught should be planned in conjunction with the CSFII outcomes and guidelines.  |
| Hazards  | Teachers/Instructors should take into consideration the hazards of the activity they are teaching. They need to consider the equipment, playing area and students capabilities.<br><br>Teachers should refer to this risk assessment for the activity and ensure that all measures are taken to minimise risks.   |
| Teachers/Instructors and Supervision             | The leader should be:<br>(a) a registered teacher with a knowledge of the teaching of games and the potential hazards; or<br>(b) an adult who has Level 1 coaching accreditation relevant to the particular activity, when a teacher is not available.<br><br>If an adult other than a registered teacher is engaged for instruction, a registered teacher should be present to take overall responsibility.<br><br>One adult present should have knowledge of, and an ability to perform, first aid procedures.  |
| Teacher Responsibility                           | Teachers are responsible for managing a safe educational environment and ensuring that activities involving Physical Education/Outdoor Education/ or Games address safety issues and procedures.<br>Teachers should:<br>(a) recognise their own ability in the specific area; and<br>(b) assess the appropriateness of the activity to the students.<br>(c) be responsible for the groups supervision, group management and safety.<br><br>Teachers are to discourage dangerous behaviours in classes, for example collisions, pushing, tripping, tackling, flipping, jumping from heights, wrestling, fighting, hitting, throwing/kicking objects. |
| Health Management                                | Children with pre-existing medical conditions, such as asthma,  |

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|                           | <p>epilepsy, diabetes, etc., have up-to-date records at the school; the records are to be stored in accordance with the Commonwealth Privacy Act 2001.</p> <p>All staff involved with the students should be informed of pre-existing conditions and appropriate action to be taken in case of an emergency.</p> <p>Teachers to organise the activities with consideration to the child's medical condition.</p> <p>Students with an injury should inform the teacher with a medical certificate or note from parent/care giver. The teacher is to take this into consideration if the student is to participate in the activity.</p> <p>Students injured during the activities are to be removed from the activity, appropriate first aid administered by a certified First Aid attendant. Parents/care givers to be notified by the school of the injury and first aid administered.</p> <p>First aid kits are to be easily assessable and staff aware of the first aid kit locations.</p> <p>All teachers and supervising adults are aware of emergency procedures required, consistent with general school policy: first aid procedure, informing the parents, and reporting of incidents in appropriate record books (keep in the first aid room).</p>   |
| <p>Safety of Students</p> | <p>Teachers should:</p> <ul style="list-style-type: none"> <li>(a) determine the students' capabilities to engage in the activity;</li> <li>(b) consider the severity or consequences of any injury that could be sustained through involvement in the activity; and</li> <li>(c) evaluate the curriculum relevance and educational outcomes and balance these against the hazards and inherent dangers of engaging in the activity.</li> </ul> <p>Teachers should seek information from parents (or caregivers) and students of any condition (e.g. physical or medical) that may impair a student's capacity to engage safely in physical education/outdoor/sport activities. The teacher should investigate any reported condition before the student participates in the activity and take necessary precautions to ensure the safe participation of the student.</p> <p>Teachers should ensure students:</p> <ul style="list-style-type: none"> <li>(a) adhere to all safety instructions and directions given in relation to the activity and use of equipment;</li> <li>(b) secure or remove any loose apparel, jewellery and other ornaments that may cause injury to themselves and/or other participants;</li> <li>(c) secure long hair if it is likely to impair vision or become</li> </ul> |

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|  | <p>entangled in the equipment; and<br/>(d) cut or tape long fingernails to prevent injury to any participants.</p> <p>Sun safety strategies must be implemented to provide protection from the sun.</p>   |
| <p>Weather and Safe Sun Procedures</p> | <p>If conditions are too dangerous, the activity is to be cancelled, for example, if it is too wet and slippery, or too hot.<br/>Sun smart procedures should be adhered to. It is part of the school policy that students wear a hat 1<sup>st</sup> and 4<sup>th</sup> terms. If students do not have a hat and the activity is outdoors, the students are to it in a shaded area and not participate.</p> <p>If the prevailing weather conditions, when physical education is scheduled, is humid or high (30 degrees Celsius or over), students will not participate in scheduled activities. It is recognised that this is at the discretion of the teacher/instructor and the campus coordinator.</p> <p>If the prevailing weather conditions are too wet for safe physical education activities to be held outside, suitable alternatives will be arranged for inside activities and/or health/theory lessons shall be held in the classroom.</p> <p>Students are encouraged to use sunscreen SPF 30+ and to reapply it regularly.</p> <p>Students are encouraged to have a bottle of water and to replenish their thirst regularly. Prevention of dehydration is essential during training and competition. Students are to be instructed to consume water prior to and during sessions.<br/>Consideration should be given to sun protection for all teachers involved in outdoor activities, including yard duty. Physical education and sport education teachers should be encouraged to take appropriate sun protection measures as they are particularly at risk from UV radiation.</p> <p>Schedule sports carnivals to minimise UV risks by holding them indoors or outside the peak UV period, protected as far as is reasonably practicable.</p> |
| <p>Planning</p>                        | <p>Teachers or leaders need to investigate the options necessary for the optimum and safe participation of all students in the activity.</p> <p>Students should have access to a range of educational opportunities, which reflects the specific needs of the students and/or the Coptic community.<br/>Teachers may need to adapt the activity or the environment to maximise the participation of all students.</p>   |
| <p>Management of</p>                   | <p>The teacher should ensure that the activity includes:</p>  |

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| <p>activities to avoid injury.</p> | <p>(a) appropriate warm-up and warm-down activities;<br/> (b) instruction in rules, safety procedures and prerequisite skills before students play the game;<br/> (c) progressive and sequential skill development;<br/> (d) modified games that match the skill and fitness levels of students; and<br/> (e) grouping of students according to ability level.</p> <p>Where possible, ice should be available for the treatment of injuries.</p>  |
| <p>Location of Activity</p>        | <p>The location should be appropriate for the activity.</p> <p>First aid equipment and consumable items appropriate to the activity should be readily available.</p> <p>Activities should be sited away from buildings, pedestrians and traffic.</p> <p>Activities should be sufficiently spaced to prevent any equipment entering another playing area.</p> <p>The playing area should be free from obstacles and loose objects.</p> <p>Running surfaces must be level and firm so as to avoid foot and ankle injuries. Avoid running on hard surfaces such as bitumen or concrete.</p>  |
| <p>Equipment</p>                   | <p>The equipment should be appropriate for the activity.</p> <p>Check equipment damage before play and remove from use where necessary.</p> <p>A soft ball should be used for inexperienced players.</p> <p>Equipment should incorporate non-slip grips and on handles.</p> <p>All equipment must be regularly checked for safety and regularly maintained.</p> <p>Equipment must be stored so that unauthorised use is prevented.</p> <p>Equipment must be appropriately sized, modified or weighted to match the ability and strength levels of the students.</p> <p>Teacher must ensure that the students are instructed on how to use equipment correctly and safely.</p> <p>Teachers must ensure that students who use equipment in an inappropriate manner will be reprimanded, spoken to about safety concerns and punished in the most appropriate manner.</p> <p>Backboard support posts and walls behind the goal posts, which may restrict or interfere with players' movements, must be padded.</p> |

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|                        | <p>Equipment should be packed up and stored in safe manner e.g., balls, racquets and balls in the correct shelving and equipment hung up so it does not fall down.</p>   |
| Warm Up and Cool Downs | <p>Teachers should conduct a relevant warm up and cool down during each lesson, e.g., jogging, stretching, exercises, minor games. The importance of completing such activities should be stressed to students.</p>  |
| Excursion/Incursions   | <p>Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.</p> <p>Permission slips should indicate student's abilities in the activities to be undertaken, student's pre-existing medical conditions and or injuries.</p> <p>Appropriate forms to be filled out, outlining purpose and risk assessment of the activity.</p> <p>A teacher must be present who has recognised current training in emergency care.</p> <p>When a teacher/supervisor is attending an excursion/incursion they should have the following with them;</p> <ul style="list-style-type: none"> <li>• Completed consent forms.</li> <li>• School mobile phone.</li> <li>• Necessary medical information checked.</li> <li>• First aid kit.</li> <li>• Correct staff-student ratio to adhere to the duty of care.</li> </ul> <p>Transportation for excursions should be organised by the teacher in charge and only registered, roadworthy vehicles are to be used.</p> <p>The teacher in charge is to make sure that they have all the appropriate documentation with the company providing the excursion/incursion/outdoor activity so they have a contract to management covering all insurances and liabilities.</p> |
| Uniform                | <p>Students to wear Summer/Winter Sports Uniform (refer to Uniform Policy).</p> <p>Appropriate sporting footwear must be worn.</p> <p>The uniform is designed to not restrict movement or hamper students in any way.</p>  |

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| <p>Infectious Diseases<br/>(Blood Procedure)</p> | <p>All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.</p> <p>Participants who are bleeding must have the wound dressed and securely covered.</p> <p>Any blood covered body area (and surface area where appropriate) must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.</p>  |
| <p>Resource/store room</p>                       | <p>The Resource/Store room for Physical Education equipment has been set out for minimum risk of injury when getting or returning equipment. The shelving has been arranged so lighter equipment is on the top shelves (to be taken down and returned with the use of a step ladder). The heavier equipment is to be clearly marked as heavy (with equipment identification on the outside of the container) and placed on shelving at waist height.</p> <p>It is proposed that the storeroom is made larger and that trolleys be purchased to transport equipment to the activity sites.</p> <p>For more details refer to the Occupational Health and Safety Act 1985 ‘Code of Practise for Manual Handling’: for correct procedure to lifting, pushing, pulling, throwing or carrying equipment.</p> |

## Task / Activity

### ADVENTURE PLAYGROUND

#### Hazard

Potential injuries from falling from the adventure playground, slipping, tripping, contact with other students, struck by legs from a student swinging, bumping body parts on equipment, burns and grazes from sliding down slide and pole, slipping off or through ladders (including chain ladder).

#### Risk

- Head and face injuries.
- Hyper extension of limbs through poor technique- swinging.
- Sprains and strains from slipping.
- Fractures from falls or colliding with other students on the adventure playground.
- Body contact with other students playing on the adventure playground.
- Dislocations through poor swinging or slipping.
- Falls and slips on or around the equipment.
- Grazes/ burns from sliding incorrectly down slide or fireman’s pole.

#### Risk Control Measures

- Appropriate instruction and supervision according to skill level: teacher on yard duty to supervise the adventure playground.

- Equipment/Adventure playground has been constructed and erected in accordance with the Australian Safety Standard.
- Not to be used in wet weather.
- Adventure Playground regularly checked and maintained and fault equipment fixed or removed in accordance with the Australian Safety Standard (refer to comments below for check list for maintenance).
- Area under equipment flat, debris-free.
- The area under the equipment is 'soft fall' material and it is checked regularly to ensure it is free of debris. It is at least 20cm in depth and is at least 2 ½ metres around the playground equipment. The sleepers around the soft fall material are secure and at least 2 ½ metres away from the equipment.
- Students to wear runners or appropriate footwear (such as school shoes) no sandals or open toed shoes.
- Students being aware of safety procedures and appropriate behaviour while using the Adventure Playground.
- Any student not behaving safely shall be asked to leave the Adventure Playground area.
- Students only from Preparatory to Grade Two are allowed to use the Adventure Playground.
- Students are timetabled: days and times to use the playground under teachers' supervision. Therefore children of similar heights, weights and skill levels are using the equipment.
- All equipment is designed to specifications of the intended users (that is: preparatory to grade two students).
- Students to wait at a safe distance when in line to use the equipment.
- Only one student at a time to use a particular piece of equipment, for example: one student sliding down the slide and to have left the bottom of the slide before the next person goes the slide.
- Students to be made aware of what each section of the Adventure Playground is to be used for and how to use it correctly.
- The area surrounding the Adventure Playground is fenced off, stopping students from Grade Three onwards accessibility. Gates to the Adventure Playground to be locked while it's not in use and not being supervised.
- The Adventure Playground is safely located away from buildings and pedestrian traffic.
- The greatest fall height is 2.5 metres.
- Once in the Adventure Playground area all equipment has easy accessibility.
- Adventure Playground area shaded with a shade cloth.
- All inspections and repairs of the playground are to be documented.

### **Comments**

The Adventure Playground is to be checked regularly for the following;

- No parts loose, missing, broken or damaged.
- Splinters in wooden parts of the Adventure Playground.
- No wood has warped
- No nuts, bolts or nails protruding.
- All moveable parts and chains (for example the chains holding wooden planks) adequately lubricated.
- No paint or metal poles flaking.
- No rust or corrosion.
- All capping on the end of tubular steel sections still attached and in good condition.
- Guardrails and handrails secure.

- Sleepers secure have no protrusions and are free of splinters.
- For more details on the scheduling and documentation of the playground maintenance refer to the Maintenance Policy.
- The tanbark is to be raked daily, pushing it back towards the equipment.

**Task / Activity**  
**ATHLETICS**

**Hazard**

Potential injuries from use of uneven surfaces, slipping, hurt by equipment while participating or watching.

**Risk/s**

Head and face injuries from equipment thrown incorrectly.

Sprains and strains.

Fractures.

Falls.

Misjudged jumps.

People struck by equipment.

**Risk Control Measures**

Supervision will need to be provided considering:

- Age, experience and capability of the students.
- The combined experience or expertise of the staff
- The activities or events to be conducted. If an adult other than a teacher is engaged for instruction or coaching, a teacher must be present to take overall responsibility. Equipment awaiting use must be supervised. Equipment not in use must be stored to prevent unauthorised use.

**General**

- All equipment used which is supplied by the companies that are providing the service for Athletics Day (i.e. Tabloid Sports Carnival) is modified and endorsed by Athletics Australia.
- Equipment used is safety equipment such as soft javelins, smaller and lighter discus and shot puts for primary level.
- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Modified rules for junior levels.
- Appropriately qualified instructors making sure all participants adhere to safety requirements.
- Suitable footwear.
- Maintenance of grounds and grass length and free from foreign objects – flat, firm surface free of debris.
- A safety area is marked off for all events where there is a risk to spectators and other participants.

## **Throwing**

### **General**

- Those waiting to participate are away from the person who is participating, e.g., away from a person throwing an object.
- Objects thrown are only retrieved after the teacher/instructor indicates to.
- Throws are only to be done on order from teacher/instructor.
- Throwing implements carried back and place in appropriate area for the next participant.
- Throws only to be carried out when field of throw is free of others.
- Students have learnt the skills with smaller lighter objects before attempting it with heavier objects.
- Students to keep warm during throws.

### **Javelin**

- Only a soft javelin is used.
- Suitable runway.
- Carried vertically or dragged by tail.
- Walking to collect javelins.
- Sector cleared.
- Participants to the side and well away from the runway.

### **Discus**

- When held at Laura Douglas: use protective cage and at school ground, cricket nets can be used.
- Appropriate size and weight of implement.
- Carry return.
- Careful site located and marked off.
- Participating students behind and well away from the circle.
- Sector cleared.

### **Shot put**

- Carefully selected sight and area marked out.
- Carry return only.
- Appropriate weight of implement.
- Participating students behind and well away from circle.
- Sector clear.

## **Jumping events**

### **General**

- Students to keep warm between jumps.
- Pits are suitably prepared.
- Suitable runways.
- Size of pit in excess of best jumper's longest jump.
- Correct footwear: no bare feet allowed.

### **Long/triple jump**

- Run-up level, firm, wide and clearly marked.
- Take-off board flush with ground.
- Take-off boards at an appropriate distance from the pit.

- Landing area, soft and regularly dug over.
- No obstructions, rake removed safe surrounds.

### **Hurdles:**

- Level non-slip surface: preferably on grass with marked lanes.
- Placement of hurdles in correct direction only.
- Suitable spacing and height.

## **Track Events**

### **General**

The track must be checked to ensure it is free from obstacles and loose objects.

### **Sprints**

- Finishing tape should not be used.
- Student should run in lanes where possible.

### **Relays**

For relay activities the following strategies must be employed:

- For 4x100m events, instruct students to stay in their lanes during baton changes and for a safe period afterwards. Students to leave the area when it is clear and safe.
- Ensure relay changeover areas are supervised at all times during competition
- All batons are made of lightweight material such as aluminium and are regulation size.
- Students to use running shoes not running spikes.

### **Comments**

- Teachers teach athletics from Preparatory to Year 10.
- They also have Sports Athletics Days, which are run by the companies ‘Tabloid Sports Carnival’ and ‘Gatorade Maximum Performance Program’.
- All equipment used is appropriate to the age and ability of the children.
- Note: athletics is very weather dependent: throwing and jumping events will be cancelled in wet weather.
- Special care is to be taken in hot conditions, particularly for longer events, students to be aware of and practicing the sun smart policy and have scheduled breaks, fluid replacement, etc.,
- Students are to be instructed to use adequate sun protection, e.g. An SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat when appropriate.

### **Rule Modifications**

- Shortening running distances.
- Use lighter and smaller throwing implements.
- Use modified equipment to work on correct technique for throwing events and jumping events.

## **Task / Activity**

### **AUSTRALIAN RULES FOOTBALL**

#### **Hazard**

Potential injuries from body contact, players being hit by the ball, misjudged kicks or marks, slipping and hyper extension of limbs through poor technique.

#### **Risk**

- Head and face injuries
- Hyper extension of limbs through poor kicking
- Sprains and strains
- Fractures
- Body contact with other players causing bruising.
- Falls and slips causing bruising
- Collisions with other players

#### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play matches.
- Modified rules for junior levels and grouping of students according to ability level.
- Safety Equipment such as softer and smaller balls for the primary levels and appropriate sized balls for each level. Over-inflated or water –logged balls to be avoided.
- Oval flat, debris-free.
- Goal posts well padded.
- Students to wear runners or appropriate footwear.
- Students encouraged to wear mouth guards, head guards and shin pads if they have them (optional equipment).
- Contact to be minimal and in the primary level modified tackling, players cannot be flung, but guided down to the ground.
- The modified forms of Australian Football, Aussie Footy and Auskick, are encouraged for young students to develop good skills and technique.
- Students are to develop football skills and good technique before playing in competitive situations.
- Students should be made aware of the rules relating to marking, tackling and dangerous and illegal play.
- Students are to be aware of rules, safety procedures and prerequisite skills before training or playing the game.
- Spectators/reserve players must be positioned well clear of the boundary during the game.
- All players should ensure that they remain hydrated during the game by drinking water during the game breaks.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system.

#### **Rule Modifications**

- Players to be matched in size.
- Limit tackles to holds and no taking down to the ground.

- Kicking in danger rule.
- Smaller team numbers.
- Smaller ground size. Shorter playing time.

**Task / Activity**  
**BASKETBALL**

**Hazard**

Potential injuries from use of body contact, ball contact and slipping or tripping or running into goal post.

**Risk**

- Head and face injuries
- Sprains and strains
- Fractures
- Grazed skin
- Striking injury by balls
- Falls and slipping
- Collisions with other players
- Misjudged catches
- Running into goal posts

**Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Modified rules for junior levels and grouping of students according to ability level.
- Safety Equipment such as avoidance of over inflated balls and balls appropriate to age of players (for example having softer balls for junior levels developing their skills).
- Spectators and reserve players a safe distance from the court.
- The immediate surrounds of the court perimeter should have a space clear of any items or obstacles, eg. equipment.
- Maintenance of equipment, such as broken rings being replaced with suitable approved and standardized rings.
- Students are never permitted to swing from the rings, and they are all made aware of this. The backboards have appropriate signs, prohibiting swinging from the rings. Appropriate punishment is given to students who do not behave safely on the court.
- Appropriate footwear to be worn, soles of sport shoes should have enough grip for the surface on which the game is played.
- Padded goal posts.
- Appropriately qualified referee
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

## **Task / Activity**

### **BUSHWALKING**

#### **Hazard**

Potential injuries from slipping/falling, dehydration, snakebites, sun stroke/burn, blisters, hypothermia

#### **Risk**

- Head injuries from falls or bumping into low branches
- Insect bites
- Fatigue
- Sprains and strains
- Fractures
- dehydration
- Falls and slips: grazes
- Snake bites
- Sun stroke/burn
- Hypothermia
- Blisters

#### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down before and after the walks.
- Teacher/Instructor should determine the students' capabilities to engage in the activity. A guide familiar with the area is to be used.
- No orienteering: following trails and tracks.
- Walk lengths and difficulty match students' fitness and abilities.
- All students should wear well-made sandshoes, walking shoes or joggers with non-slip soles. Open footwear when walking (e.g. thongs, clogs and sandals) is not appropriate.
- Bottled water for regular re hydration
- For all bush walks, parents must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained.
- The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).
- Clothing should be appropriate to the conditions likely to be encountered. In cold conditions woolen and thermal garments to be worn and a waterproof rain jacket with a hood is essential.
- The walks are 'short walks', and the students have regular breaks.
- It is the responsibility of the teacher-in-charge to ensure that all students are adequately equipped and that all equipment is in good order prior to departure. If a student does not

have an item of equipment or it is not in satisfactory order, the teacher-in-charge must decide whether the student can further participate on the basis of whether there is a safety issue.

- Trips need to be well planned. The Teacher in charge is to have followed all the procedures from St. Mary's Camp Policy, including the filling out of forms, such as the forms in the Appendices (Appendix 1,3, 4,5,and 6). Students must be briefed in regard to safety issues. The group leaders should carry a card detailing procedures to follow in emergencies and contact numbers.

### **Comments**

- The Secondary College have Bushwalking as part of the adventure/camp program. All walks are short walks; there are no extended or over night walks.
- For all bushwalks, at least two adult supervisors must accompany students. Where male and female students participate, the campus coordinator should attempt to have both a male and female adult accompany the group.
- As a guide to campus coordinators and teachers-in-charge, it is recommended that the adult supervisor to student ratio not exceed 1:10. Campus coordinators and organising teachers should take into account such factors as age, experience and maturity of the students; environmental concerns; difficulty of the terrain and other challenges likely to be encountered; experience of the adult supervisors.
- Prior to commencement of any walk, students must be briefed on the actions to be followed in the event of bushfire, flood, storm and lightning and serious injury to a walker.
- A mobile phone to be used in emergency situations is desirable on all walks but leaders should allow for the fact they may not operate in all locales. In more remote bush areas, other forms of communication such as UHF radios should be considered.
- A well-equipped medical kit must be readily available.
  
- Locations should be selected from national parks, state forests, state recreation areas and private property. In all cases, the appropriate permission must be obtained. Check with the local National Parks and Wildlife Service office, police or other local authorities about current walking restrictions, fire bans etc

### **Task / Activity**

#### **CRICKET**

#### **Hazard**

Potential injuries from use of bat, ball and running between the wickets.

#### **Risk**

- Head and face injuries
- Finger injuries
- Sprains and strains
- Fractures
- Striking injury by balls/bats
- Falls
- Collisions with other players
- Misjudged catches
- Slipping while running between wickets

## **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play matches.
- Modified rules for Junior levels: Kanga Cricket
- Safety Equipment such as using tennis ball for the junior levels and while students are developing their skills.
- Wicket Keeper appropriate padding gloves and helmet.
- Protective gear, such as the padding to be offered in a variety of sizes.
- Batters: legs pads, batting gloves (groin protector optional when a softer ball is used during play) and helmets
- Range of bat sizes
- Kanga cricket gear (made out of plastic) to be used by junior levels.
- Metal molded stumps to be used by upper primary and secondary levels.
- Balls ranging from tennis balls to soft balls to use
- All equipment must be in good condition and match the size, strength and ability of the students.
- Suitable footwear.
- Appropriately qualified umpire.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system.
- When cricket nets used: students do not bowl until the net is clear and the batter is ready.
- No fielding in the nets.
- Fielders to be evenly spaced and not too close to the wicket.
- Inexperienced players should be made aware of rules and safety aspects prior to and during any form of cricket.
- Inexperienced cricketers under the age of 14 should not stand closer than ten (10) metres from the striker's wicket on the leg side or in front of point on the off side. No player may enter this restricted zone until after the ball:
  - is hit by the batter, or
  - strikes the body or equipment of the batter, or
  - passes through to the wicketkeeper.

If they do, the umpire should signal and call 'dead ball'. If a player enters the restricted zone before the bowler releases the ball, the umpire should prevent the delivery of the ball. Suitably placed discs or markers should mark the restricted zone.

- Teachers should discourage students from bowling fast short-pitched balls and fast high full tosses.
- Students are to be instructed to consume water prior to and during the session to prevent dehydration. When the player is batting or bowling in hot conditions, fluid intake may need to be more frequent.
- Spectators and participants waiting to bat are to be kept a safe distance from the field and wicket.

- Students are only to get up to bat once the previous player batting has been given out, returned to the appropriate area and the umpire indicates for the next batter to take the pitch.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

**Indoor Cricket:** *the secondary college, occasionally use indoor cricket facilities so this attachment is for added **Risk Control Measures for Indoor Cricket***

- Playing surfaces should be clean, clear of debris.
- Retaining nets should be flexible, with no protrusions and netting used to divide courts/pitches must only hang to the playing surface. Nets draping on the surface are a hazard to all participants.
- Personal protective equipment is recommended, e.g., long trousers, mouth guards, groin protector (for the males)
- Equipment should be suitable to players' skill levels.
- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- Students must wear footwear, which is appropriate for the playing surface.
- All equipment (e.g. balls, bats, batting gloves, wicket keeping gloves) must be in good condition and be appropriate for the age and ability of the students.
- Batters must wear batting gloves.
- Wicketkeepers must wear wicket keeping gloves and a groin protector.
- Indoor cricket centres or courts specifically designed for indoor cricket must be used.
- Safety rules and game procedures are important because the game is played in an enclosed area. Teachers must ensure the rules of the game and the facility management conditions are complied with.
- Fielders in the batting half of the court (with the exception of the wicketkeeper) must not field within three metres of the bat. This exclusion zone may or may not be marked on the court.
- Fielders must be instructed to maintain eye contact with the ball at all times.

## **Task / Activity**

### **CYCLING/MOUNTAIN BIKE RIDING**

#### **Hazard**

Potential injuries from falling off bicycle, traffic, collisions, sunburn, blisters and fatigue

#### **Risk**

- Head injuries
- Sprains and strains
- Fractures
- Grazes
- Hit by vehicle
- Collisions with other riders
- Sunburn
- Blisters
- Running into stationary items.

#### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down prior to and after the rides.
- Teacher/Instructor should determine the students' capabilities to engage in the activity.
- Selection of venue or circuit, must take into account the age, fitness, experience and ability of students.
- The route should be sub-divided or staggered to allow for frequent rest stops.
- Instructors are qualified and familiar with area that cycling is being done in.
- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- As a guide it is recommended the teacher to student ratio not exceed 1:10.
- The teacher must cycle with the students and ensure the group does not split up in that stragglers are left behind.
- Campus coordinator and teacher in charge should take into account such factors as age, experience and maturity of students, environmental concerns, difficulty of the terrain and other challenges likely to be encountered and experience of the adult supervisors when arranging supervision.
- Safety Equipment such as cycling helmets (meeting Standards Australia specification) to be worn.
- Mountain bikes to be used: as they have wider tyres with substantial grip, flat handle bars, a large range of gear ratios, with frames and components that have general robust or 'heavy duty' build.
- Prior to each student's participation in practical cycling activities the teacher must check that each student is wearing an approved helmet and that the chinstrap is securely fastened.
- All equipment/bikes are to be well maintained. Any damaged bicycles are not to be used. Each bicycle to be checked before the ride commences. The bicycle must be fitted with efficient and well-maintained brakes, tyres, chain and gears.
- Each bicycle must have a repair kit for the instructor to use; Kits must contain spanners/allen keys to suit the bicycle, a puncture repair kit, a spare inner tube and pump.

- Where appropriate, each participant should carry water and energy food.
- A mobile phone to be used in case of emergency situations is desirable on all rides but leaders should allow for the fact they may not operate in all locales.
- A well-equipped medical kit is to be carried.
- Appropriate footwear (closed shoes must be worn) to be worn.
- Baggy clothing is considered unsuitable for this type of activity. Students should be encouraged to wear brightly coloured close fitting clothing eg. shorts, aerobic pants or 'cycling pants'.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to riding.
- For cycling on public roads, students must be instructed in basic road rules, road safety, and formation riding.
- Students to frequently reapply sunscreen of SPF30 or greater.
- Speed should be carefully monitored on steep downhill grades.
- The group leader must carry a card detailing procedures to follow in emergencies and contact numbers.

### **Comments**

- The cycling/mountain bike riding is done as part of the Year 9 and 10 camps.
- All supervisors/instructors are qualified.
- All riding is done on roads and tracks
- Locations should be selected from national parks, state forests, state recreation areas and private property. In all cases, the appropriate permission must be obtained. Check with the local National Parks and Wildlife Service office, police or other local authorities about current walking restrictions, fire bans etc.,
- The teacher in charge should check weather conditions before the commencement of each ride.

### **Task / Activity**

#### **HANDBALL**

### **Hazard**

Potential injuries from use of ball and through player collision and slipping or tripping.

### **Risk**

- Head and face injuries
- Sprains and strains
- Haemorrhage
- Bruising and swelling
- Fractures and dislocations
- Striking injury by ball or hockey stick
- Falls or slipping: foot and ankle injuries
- Grazes
- Collisions with other players

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.

- Modified rules for beginning levels
- Players encouraged to use personal mouth guards (optional).
- Goalkeepers should wear appropriate protection, which as a minimum, would include a groin protector.
- Appropriate equipment to size and skill level of players.
- Goals must be stable, in good repair and firmly fixed such that there is no likelihood of them falling forwards.
- Playing surface flat and debris-free.
- To avoid interfering with the safe movements of players and umpires, boundaries of the court must be clear of spectators and objects. The court must be marked and well clear of walls and ceiling structural supports.
- Adequate nets for goals or goals region clearly marked.
- Appropriate sport shoes for hard court surface.
- Spectators and reserve players must be positioned well back from the court.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

### **Rule Modifications.**

- Smaller teams
- Shorter playing time
- Skills in correct catching to be emphasized to reduce finger injuries.
- Players must shoot outside the semi circle arc.

### **Task / Activity**

#### **HOCKEY**

### **Hazard**

Potential injuries from use of hockey stick, ball and through player collision and slipping

### **Risk**

- Head and face injuries
- Sprains and strains
- Fractures
- Striking injury by ball or hockey stick
- Falls or slipping
- Grazes
- Collisions with other players

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Modified rules for Junior levels
- Players padding and shin guards and personal mouth guards (optional)
- Appropriate equipment to size and skill level of players
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system.

- Playing surface flat and debris-free.
- Adequate field markings
- Adequate nets for goals or goals region clearly marked.
- Goalies should wear leg, foot and body padding, and face masks (if hard ball being used).
- Sticks should be in good condition. Equipment must be checked prior to use and not used if defective. Wooden sticks with splits must not be used.
- Minkey ball/ rubber ball should be used for beginners.
- Moulded synthetic-soled boots or sports shoes are recommended for natural grass. Sports shoes are recommended for harder surfaces.
- Spectators and reserve players must be positioned well back from the field of play.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

### **Comments**

Instructors should make sure:

- The players have controlled stick movement.
- Players should avoid 'lifting' the ball.
- Minkey is the appropriate introduction to hockey: or that all beginning players are aware of hockey rules and safety rules.

### **Task / Activity**

#### **HORSE RIDING**

#### **Hazard**

Potential injuries from slipping/falling, dehydration, horse kicks, falling from the horse, sun stroke/burn, blisters, and hypothermia

#### **Risk**

- Head
- Insect bites
- Fatigue
- Sprains and strains
- Fractures
- dehydration
- Falls and slips: grazes
- Kicks from the horse
- Sun stroke/burn
- Hypothermia
- Blisters

#### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level.
- Teacher/Instructor should determine the students' capabilities to engage in the activity. A guide familiar with the area is to be used. Instructors should hold an instructor's certificate recognized by the Equestrian Federation of Australia and the normal current first aid certificate/life support technique is required.
- A horse riding school provides horses, equipment and qualified instruction.

- Riding lengths and difficulty match students' fitness and abilities.
- A Standards Australia certified helmet is essential. This must be securely fastened.
- Comfortable clothing should be worn
- Bottled water for regular re hydration
- For all horse rides, parents must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained.
- The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).
- Trips need to be well planned. Students must be briefed in regard to safety issues. The group leaders should carry a card detailing procedures to follow in emergencies and contact numbers.
- Trousers or jeans that fit firmly are advisable. Shorts or skirts are inappropriate.
- A saddlebag should be used to carry individual medication items.
- Trails should have safe footing and clearance, be located away from main highways, be rated for levels of difficulty, and have emergency access.
- Students are to be instructed to use adequate sun protection, e.g. an SPF30+, broad spectrum, water resistant sunscreen reapplied regularly.
- Shoes/boots with a smooth sole and solid heel should be worn. Footwear should enable the foot to slide easily out of the stirrup should the rider fall.
- A well-equipped medical kit which can deal with a range fractures must be readily available.

### **Comments**

- The Secondary College have horse riding as part of their camp for the Year 10 students.
- In establishing supervision for students, the campus coordinator and the teacher-in-charge should take into account such factors as age, experience and maturity of the students, nature of the activity, age, sex and education of the ridden horses, difficulty of the terrain where relevant, other challenges likely to be encountered and experience of the adult supervisors.
- Prior to commencement of any ride, students must be briefed on the actions to be followed in the event of bushfire, flood, storm and lightning and serious injury to a rider.
- A mobile phone to be used in emergency situations is desirable on all walks but leaders should allow for the fact they may not operate in all locales. In more remote bush areas, other forms of communication such as UHF radios should be considered.
- A well-equipped medical kit must be readily available.
- Locations should be selected from national parks, state forests, state recreation areas and private property. In all cases, the appropriate permission must be obtained. Check with the

local National Parks and Wildlife Service office, police or other local authorities about current walking restrictions, fire bans, etc.,

To ensure the safety of the rider, the correct fit of gear for the comfort of the horse, and that these conform to accepted standards, the teacher or the instructor must ensure that:

- The bridle is the correct size and fits the horse
- The bit is not worn at the joints and that it is adjusted correctly
- The saddle is a comfortable size for the horse and rider
- The stirrup irons are well constructed, do not exceed the width of the shoe at the ball of the foot by more than 1.0cm and that the shoe can fit freely in and out of the stirrup. It is recommended that open-ended, heavy bar safety stirrups be used.

Factors to be considered by a campus coordinator before engaging the services of a group-riding establishment include:

- The qualifications, riding experience and teaching experience of the instructor.
- The suitability of the terrain and any enclosures where the riding will take place.
- The suitability of the proposed program for the age and experience of the students.

For beginner riders, the instructor to student ratio:

- In a suitable enclosed area, the minimum ratio is 1:8 and beginners need introductory instruction of 1:1
- On a trail ride, with suitable horses, the minimum ratio is 1:6 with a minimum of two qualified or suitably experienced staff on the ride.

## **Task / Activity**

### **JUMP ROPE FOR HEART/ SKIPPING**

#### **Hazard**

Potential injuries from use of skipping ropes, being flicked with a rope, tripping on a rope or becoming tangled in a rope.

#### **Risk**

- Head and face injuries
- Sprains and strains
- Fractures
- Grazed skin
- Striking injury by balls
- Falls and slipping
- Collisions with other players
- Misjudged catches
- Running into goal posts

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity.
- Modified rules for junior levels and grouping of students according to ability level.
- Suitable non-slip surface to be used skipping arena.
- Spectators and reserve players a safe distance from the skipping.
- The immediate surrounds of the skipping arena should have a space clear of any objects or obstacles, eg. equipment, seating.
- Maintenance of equipment, such as frayed ropes or ropes with loose handles not to be used
- Appropriate footwear to be worn, soles of sport shoes should have enough grip for the surface on skipping is happening.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to skipping.

### **Comments**

- Each year the St. Mary's primary school students participate in Jump Rope for Heart in support of the Heart Foundation. The students learn and develop their skills during the Physical Education lessons. The school then holds a 'Jump Rope for Heart' day.

### **Task / Activity**

#### **LACROSSE AND SOF-CROSSE**

### **Hazard**

Potential injuries from use of sticks and ball and through body contact and slipping or tripping.

### **Risk**

- Head and face injuries
- Sprains and strains
- Fractures
- Grazes
- Striking injury by balls/stick
- Falls and sliding
- Collisions with other players
- Misjudged throws and or catches striking players or spectators

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Modified rules for junior levels (Sof-crosse). Sof-cross is a modified version of lacrosse for a safe environment to learn the basic skills of lacrosse.
- Safety Equipment (such as helmet, body padding, gloves and personal mouth guards) to be used.
- Goalie to be in full safety equipment, unless a sof-crosse ball being used.
- Sof-crosse sticks and balls recommended.

- Skills developed and safety rules taught before games introduced. It is recommended and master sof-crosse first.
- No stick or body contact.
- Only one player from each team is to contest the ball.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system.

### **Comments**

At St. Mary's it is recommended that sof-crosse be taught at the secondary level. At this stage students do not learn or participate in lacrosse.

### **Task / Activity**

#### **LOCOMOTOR SKILLS AND PMP**

### **Hazard**

Potential injuries from slipping, tripping or being off balance

### **Risk**

- Head and face injuries
- Sprains and strains
- Fractures
- Falls
- Bruising.

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity.
- All equipment is to be suitable for the age and ability of students. The equipment is only every to be used for what it has been designed for.
- Avoiding slippery surfaces or rough outdoor areas.
- Safety Equipment: foam or rubber equipment and matting on floor around the equipment at all times.
- When done indoors the floor chosen is such that it can safely accommodate vigorous repetitive activity and equipment set up away from walls and pedestrian traffic.
- Equipment not in use should be stored off the gym floor.
- Equipment suitably modified in height and configuration to suit students.
- Tumbling mats covered with vinyl with velcro fastening edges. At least one layer of mats to be used for: rolls, inverted stands (such as hand stands) and repeated springing activities (such as successive jumps).
- Students never to jump from heights greater than 30 cm.
- Equipment to be checked regularly and checked after each student each instructor is to make sure it is still in a correct position for the next participant.
- Appropriately qualified teacher/instructor/s.

- Progressive and sequential skill development: to be recorded by teacher/instructor so no student is asked to perform a movement they are not ready for.

### **Comments**

- Very close supervision by the teacher is necessary.
- Teachers should be aware of correct ‘spotting’ techniques.
- This is a junior school activity and shall mainly performed by Preparatory classes, and the skills will be developed slowly and carefully.
- The following activities are not to be performed as part of the school program:
  - Somersaults
  - Bridges
  - Headstands
  - Neck rotations
  - Excessive weight-bearing on wrists

### **Task / Activity**

#### **MINOR BAT AND BALL GAMES/ GAME SENSE**

### **Hazard**

Potential injuries from use of bat, ball, sliding, bases, ground markers, collision with other players

### **Risk**

- Head and face injuries
- Finger injuries
- Sprains and strains
- Grazes
- Fractures
- Striking injury by balls/bats
- Falls
- Collisions with other players
- Misjudged catches

### **Risk Control Measures**

- Care is needed in the conduct of such games and teachers need to be familiar with the safety requirements of the major game for which the lead-up game is designed.
- Appropriate safety rules should be established by the teacher and adhered to by the students.
- Teacher/Instructor should determine the students' capabilities to engage in the activity.
- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Grouping of students according to ability level.
- Modified rules for junior levels: T-ball skills to be taught before Softball or baseball games taught,
- Safety Equipment: Equipment must be suited to size, strength and ability of the students,
- Protective equipment for catcher: chest guard, leg guards, helmet and face mask if a harder ball is used.
- All fielders should be positioned at least 10 metres from the batter, with the exception of the wicket keeper and any fielders in the area behind the wicket on the side the batter is facing.

- Ensure the rules regarding physical contact and prohibiting rough play are enforced.
- Fielders should be instructed to watch the ball in play.
- Catchers and fielders mitts: suitably sized gloves with careful attention to maintenance.
- Batting helmets with two ear guards to be used if harder balls are used.
- All protective equipment properly maintained and adjusted, and in sizes to ensure proper fit.
- Foam and wooden bats; suitably sized bats with non-slip grips, handgrips and plugged ends secure.
- Batters drop bats safely away from other participants before running.
- Flat rubber bases.
- Balls ranging from tennis balls to soft balls to be used.
- Suitable footwear, no cleats.
- Progressive and sequential skill development: skill games before games.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system: Appropriate placement of diamonds and running between bases.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system.
- Spectators must be at least ten (10) metres away from the playing field.
- The batting team should be positioned at least 10 metres behind and well clear of the batting area.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

### **Comments**

- Minor bat and ball games and game sense activities are used by the teachers in the lower primary levels at St. Mary's to reinforce basic skills and as lead-up games to major sports in the junior levels.
- The use of only balls such as tennis balls or more age appropriate balls and bats is encouraged.

### **Rule Modification**

- Smaller team numbers.
- Smaller playing area.
- Shorter playing time.
- Limited to no body contact.

### **Task / Activity**

#### **NETBALL**

### **Hazard**

Potential injuries from use ball, body contact, bumping into goal post, slipping and tripping

### **Risk**

- Head and face injuries
- Finger injuries (through mis-catches)
- Sprains and strains
- Grazes
- Fracture
- Striking injury by balls

- Falls
- Collisions with other players
- Misjudged catches

### **Risk Control Measures**

- Safe playing surface
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Appropriate warm up and cool down to be lead by teacher/ Instructor.
- Padded goal posts
- Students are never permitted to swing from the rings, and they are all made aware of this. The goals are removed when they are not in use or under supervision.
- Waterproof netball that isn't over inflated.
- Safety Equipment, such as smaller and lighter weight balls for junior levels.
- Adequate run-off area.
- Appropriate instruction and supervision according to skill level – including warm up and cool down
- Students made aware of safety rules.
- Modified rules for Junior levels
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

### **Task / Activity**

#### **ROLLER BLADING**

### **Hazard**

Potential injuries from use ill- fitting blades, falling or colliding with other skaters

### **Risk**

- Head injuries
- Sprains and strains
- Fractures
- Grazes
- Falling on rink
- Collisions with other skaters
- Limbs being struck or run over by other skaters

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level.
- Teacher/Instructor should determine the students' capabilities to engage in the activity. Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- Programs conducted at official skating rinks.
- Rink to be clean, clear of debris and obstructions
- Well-defined area made available for beginners.
- Only use skates that fit properly (snugly) and are in good working order
- Boot-style skate, providing ankle support preferable.

- Skates should be checked regularly (roller skates: check for loose nuts, debris-free wheels) by the centre's staff. Damaged or faulty equipment is not to be used.
- Laces should be long enough to tie securely but not hang below the ankles.
- Appropriate clothing necessary (long trousers, sleeves).
- Students enter rink slowly, yielding right of way to skaters already on floor.
- Appropriately qualified instructor should be supervising the students.
- Skate in same direction as the flow of traffic.
- Fast (speed) skating should only be permitted at specified times.
- Students should be made aware of all safety procedures and the centres behavioural code of conduct.

### **Comments:**

The secondary students will use the roller skating facilities when it is programmed/timetabled and only with the permission of the parents/care givers.

### **Task / Activity**

#### **ROPE COURSES**

### **Hazard**

Potential injuries from use rope, slipping from the ropes and/or falling.

### **Risk**

- Head injuries
- Sprains and strains
- Fractures
- Grazes
- Falling from rope

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity. Activities must be carefully chosen to suit the age and abilities of the group, and where necessary, individual students. Students must be progressively introduced to and taught the skills needed for safe participation.
- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- Appropriately qualified instructor should be supervising the students.
- Programs conducted at official rope climbing courses. Ropes courses are either to be defines as "Low or High" and are varied in their design, use and purpose and the students are to be aware of the different areas and difficulty levels.
- Well-defined area made available for beginners.
- High ropes courses are generally constructed two or more metres off the ground and always have a safety belay system in place.
- Low ropes courses are constructed with a footline no higher than one (1) metre off the ground. There is no requirement for a belay system. Spotting by staff or students trained

in spotting is highly recommended, depending on the age of the participant and the selected course.

- Instructors must have accreditation in accordance with industry standards and demonstrated knowledge of current training in rescues from emergency situations including individual and partner belay systems and self-rescue with a recognised current first aid certificate.
- It is recommended that the college have a minimum of two adult supervisors, one of whom is a teacher, must be present at all times. The teacher must have current training in emergency care. As a guide to campus coordinator and teachers in charge, the minimum activity staff to student ratio for challenge ropes courses, which have a low level of difficulty, is 1:10. For ropes courses, which have higher levels of difficulty, additional supervision will need to be provided. The minimum instructor to student ratio for high ropes courses is 1:3.
- Prior to supervising rope course activities, staff must be given similar training to that provided for students.
- The area underneath the rope course is to be free of bystanders.
- Students must wear comfortable clothing suitable for the activity. For full visibility of the harness and associated hardware, upper garments are to be tucked under the harness waist belt. Long trousers/tracksuits should be worn as well as sports shoes.
- All jewellery likely to cause injury must be removed. If ring removal is not possible, the ring must be covered with tape.
- Students should be made aware of all safety procedures and the venue behavioural code of conduct. Immediately prior to undertaking a ropes course, students must be given clear instructions to ensure that they know what is required and understand the safety aspects. This training for the students will include:
  - Belaying on high ropes and spotting on low ropes
  - Appropriate communication
  - Ascent and descent from the high ropes course
  - Use of safety equipment
- Under no circumstances should students be pressured by staff or peers to participate beyond their readiness. Psychological readiness is as important as physical readiness.
- All equipment must be specifically designed for use in ropes course activities or rock climbing. It must be fully inspected prior to, and immediately after use. Safety equipment such as belay ropes and harnesses must be in good condition, and meet Standards Australia specifications.
- Standards Australia approved helmets must be worn by students on high challenge ropes courses. On low courses, students are protected by spotters.

- Staff must physically check the harness and attachments of each participant prior to participation and student must be taught how to use them properly how to clip on and lock karabiners to safety harnesses and how to belay.
- The number of students permitted to perform on each element at any one time must be clearly communicated.
- Students are to be instructed to use adequate sun protection, e.g. an SPF30+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.
- A well-equipped medical kit must be readily available. Rescue equipment such as rope slings, spare karabiners and an access ladder must also be readily available.
- Challenge ropes courses must not be used in wet conditions, excessive winds, lightning and electrical storms or extremely hot conditions.

**Comments:**

- The secondary students will use the rope course facilities during the Year Seven camp, the Adventure camp and only with the permission of the parents. Qualified instructors conduct the camp with strict supervision.
- The teacher in charge should make sure the facility operators carry out regular formal maintenance inspections, which are fully documented and endorsed by an independent industry expert and that they can produce written evidence of this. Prior to each course activity, the instructor should carry out a visual inspection of the course to make sure that cables, ropes, wood, connectors and anchor points are in sound operating condition. .

**Task / Activity**  
**SOCCER**

**Hazard**

Potential injuries from use of ball, player collisions, bumping into goal posts, slipping and tripping.

**Risk**

- Head and face injuries
- Sprains and strains
- Grazes
- Fractures
- Striking injury by balls
- Falls
- Collisions with other players
- Misjudged kicks
- Bumping into goals

**Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.

- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Modified rules for Junior levels.
- Safety Equipment such as using size appropriate balls for the age of the players.
- Leather, all-weather; do not over inflate.
- Padded goal posts.
- Goal posts and cross bars must be checked for stability prior to each game.
- Rubber matting in front of goals: flush with the ground.
- Adequate run off areas.
- When used, corner flags and posts to regulation
- Encourage students to wear shin guards. Students must wear shin pads when boots are worn.
- Appropriate footwear: such as soccer boots or sports shoes. If soccer boots are to be worn, no student should be permitted to play in any other type of footwear. Boots must be inspected prior to the commencement of each game to ensure that studs do not have sharp edges or are excessively worn. Boots must conform to the rules of the game.
- Gloves for goalkeeper.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.
- Progressive and sequential skill development: skill games before matches.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system: level, debris-free, grassed area.
- Spectators and non-participating players must be positioned at an appropriate distance from the field of play during the game.

### **Comments**

- Heading skills should not be done with a heavy ball
- Contact minimal
- Girls cross arms to chest the ball or chest trap.

### **Rule Modifications**

- Smaller team numbers.
- Smaller ground size
- Shorter playing time.

### **Task / Activity**

#### **SOFTBALL/ T-BALL AND BASEBALL**

### **Hazard**

Potential injuries from use of bat, ball, player collision and sliding.

### **Risk**

- Head and face injuries
- Finger injuries
- Sprains and strains
- Fracture to nose and legs
- Striking injury by balls/bats
- Falls
- Collisions with other players

- Misjudged catches

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Modified rules for junior levels: T-ball skills to be taught before Softball or baseball games taught.
- Safety Equipment: Equipment must be suited to size, strength and ability of the students.
- Protective equipment for catcher: chest guard, leg guards, helmet (with two ear protectors) and face mask
- Catchers and fielders mitts: suitably sized gloves.
- Batting helmets (with two ear protector) to be worn when batting and running between bases (if a softball is being used).
- All protective equipment properly maintained and adjusted, and in sizes to ensure proper fit.
- Foam and wooden bats; suitably sized bats with non-slip grips, hand grips and plugged ends secure
- Batters drop bats safely away from other participants before running.
- Flat rubber bases to be used.
- Balls ranging from tennis balls to soft balls to be used, depending on player's skill levels and abilities.
- Suitable footwear, no cleats.
- All players should be coached in the correct "sliding into base" technique, which is the figure 4, or bent leg slides.
- Progressive and sequential skill development: skill games before games.
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system: Appropriate placement of diamonds and safe sliding areas around bases.
- Batting team and spectators well away from diamond
- Maintenance of grounds and grass length and free from foreign objects – in ground sprinkling system.
- The batting team must be at least ten metres away from base lines and pass ball lines and well clear of the catching area.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.

### **Comments**

- As the game of T-ball requires the ball to be hit from a 'tee', a designated catcher is not required.

The batting Tee must:

- Not have any sharp edges.
- Be light enough to be moved quickly and easily.
- Be adjustable to suit the batter.
- Be placed with stem over the centre of the front edge of the home plate.

- Be removed by the plate umpire whenever necessary after the batter hits a fair ball.
- Ensure the umpire standing behind the catcher wears protective equipment as prescribed for the catcher. If not, the umpire must stand behind the pitcher. In T-ball, the umpire should stand directly opposite the batter.

**Task / Activity**  
**SWIMMING**

**Hazard**

Potential injuries from inappropriate entry into the pool, diving into the pool, movement around and in the pool, strangers approaching students.

**Risk**

- Drowning.
- Bumping head or limbs on side of pool.
- Falling on or around pool decking.

**Risk Control Measures**

- Appropriate instruction and supervision according to skill level.
- Appropriately qualified instructors.
- Students to be instructed with safety procedures and appropriate behaviour for safety.
- Students need to be progressively introduced to and taught the skills needed for safe participation.
- Students to notify instructors or teachers if they are leaving or returning to the water.
- Students are coached in what to do and or say if approached by an unwelcome member of the public
- Students are made aware of safety measures in and around the pool.
- Provision needs to be made for the safe participation of weak or non-swimmers. Lessons should be in shallow water with an instructor to student ratio of 1:10.
- Provision should be made for a male and female teacher (or parent if only one teacher) to supervise the respective male and female dressing places.
- The roll is to be called immediately prior to the swimming party leaving the school and confirmed on arrival at the swimming facility.
- Students are to be counted at the facility before entering the water.
- All students in the water must be continuously supervised.
- Students are to be counted immediately the lesson or activity concludes as they leave the water. Teachers must make a thorough check of the water to ascertain that all students have left the pool.
- Teachers are to mark rolls after students have dressed and have congregated near the facility exit. Students are to be marked off the roll as they are dismissed and exit the pool premises. One teacher is to remain inside the venue until all students are marked off the roll and have exited the premises

- If a student is missing, teachers must check the pool, the pool surrounds and change rooms; inform the pool attendant and the student's parents or caregiver.
- No misbehaviour or unsupervised diving is allowed.
- The teacher-in-charge must ensure that all staff and students are adequately briefed in water safety and swimming techniques applicable to the lesson or activity, buddy safety system, appropriate communication signals and the cooperative nature of the activity.
- When planning which aquatic centre will be used the following is taken into consideration:
  - The potential risks and risk prevention measures of swimming at the selected venue.
  - A megaphone, air horn, or whistle should be available to allow the leader and observers to communicate with those in the water.
  - The essential safe practices for swimming at the venue.
  - The qualifications and experience of supervising staff (they should hold an AUSTSWIM Teacher of Swimming and Water Safety Certificate).
  - The depth and condition of the water in relation to the skills of the students.
  - The suitability of facilities including the need for changing clothes and security of clothing.
  - Water quality management such as circulation, filtration and disinfection are critical to the maintenance of sanitary conditions, which will minimise risks to the health of the users.
  - The use of swimming aids and other equipment.
  - The ratio of instructors to students: beginners 1:10, intermediate (they have basic skills, can float have a recognisable stroke for length of pool) 1:12 and Advanced 1:15.
  - Centres procedure for any accident or other emergency that might occur.
  - At least one of the supervising teachers must possess recognised current training in CPR.
  - The centre must ensure that appropriate rescue equipment, such as buoyancy and reaching aids, are readily available at the venue. Hoists for access to the pool may be required for some students with disabilities.
  - Regular inspections must be made to ensure that all teaching aids and safety equipment are in good condition. Teaching aids must be stored separately from chemical stores and plant rooms.
  - A resuscitation chart and a set of pool rules must be posted in a conspicuous location(s).
  - A plan detailing emergency response procedures is available.
  - Emergency assistance equipment must be readily available at the facility.
  - Changing rooms must: have adequate accommodation for varying class sizes, well maintained hot and cold water supply for showers, non-slip floors, adequate lighting and ventilation and are regularly cleaned to maintain good hygiene.

The following should be observed:

- School initiated intensive learn-to-swim programs in confined shallow water.
- Organising teachers should take into account such factors as nature of the activity, age, experience and maturity of the students, water conditions at the venue and experience and qualifications of the adult supervisors when arranging appropriate supervision.
- Beginners - little or no experience have a ration of 1:10.
- Intermediate - able to achieve basic survival skills have a ratio of 1:12.
- In addition to providing staff to fulfill instructional requirements, the centre should ensure that arrangements have been made for supervision of the pool deck and for students who leave their instructional group for any reason.

### **Comments**

- St. Mary's Coptic Orthodox College book and swim at accredited aquatic centres for intensive swimming and water safety programs.
- For all aquatic programs and activities parents must be informed of full details of the location, supervision to be provided and planned activities to be undertaken when seeking their written permission.
- Student's pre-existing medical conditions are very important when determining their supervision, for example students with epilepsy should have 1:1 supervision.

### **Task / Activity**

#### **SURFBOARD RIDING**

### **Hazard**

Potential injuries from use of surfboard, water, waves and collision with other riders.

### **Risk**

- Head and face injuries
- Sprains and strains
- Bruising and swelling
- Fractures
- Striking injury by board
- Falls from the board
- Collisions with other riders
- Hemorrhaging

### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level.
- Teacher/Instructor should determine the students' capabilities to engage in the activity, especially swimming ability.
- The teacher-in-charge or the instructor must have first hand knowledge of the area to be used and be certain of its suitability for the program and the student group.
- Safety Equipment: Equipment must be suited to size, strength and ability of the students. Surfboards made of foam (beginners boards, especially designed for beginners). All

equipment must be checked to ensure that it is in working order. Damaged surfboards, which have sharp exposed edges, are not to be used.

- Wet Suits to be worn by all participants.
- Use of leg ropes by all participants.
- All protective equipment properly maintained and adjusted, and in sizes to ensure proper fit
- Fully qualified instructors
- Riders to stay within waist height water.
- Progressive and sequential skill development: basic skills taught before surfing in the water.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to surfing.
- An instructor/teacher must hold an AUSTSWIM Teacher of Swimming and water Safety Certificate and or a current Patrol Bronze Medallion of the Surf Life saving Association of Australia or a current Surf Rescue Certificate of the Surf Life Association of Australia.
- Recommended staff to student ratio is 1:8
- Group size is not to exceed 50.

The following safety strategies must be employed:

- An emergency action plan has been prepared for the surfing activity site.
- Ensure students are aware of the defined surfing area.
- At a patrolled beach, notify the lifeguard or mobile patrol on arrival.
- Rescue aids must be located near the teaching areas.
- Ensure that rescue and signalling equipment is functional and accessible.
- Make regular checks on surf conditions to ensure suitability for the entire group.
- A roll check is to be made every time students enter or leave the water.
- Ensure one adult supervisor is always observing the activity from the beach.

### **Comments**

- The Year 9 students go surfboard riding as a camp for 3 days, with teacher supervision and qualified instructors (with Surf Rescue Certificate of the Surf Life Saving Association of Australia) who provide the equipment and first aide equipment.
- Parents or caregivers must be informed of full details of the location, supervision to be provided, activities to be undertaken, cost, pre-requisite qualifications and transport arrangements including intended departure and return times before their written permission is obtained.
- The activity permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking.

- The teacher or the instructor of surfboard riding activities conducted at an unpatrolled beach must possess a current Surf Bronze Medallion, Advanced Resuscitation Certificate and a current recognised first aid certificate.

### **Task / Activity**

#### **TABLE TENNIS**

#### **Hazard**

Potential injuries from use of paddle, ball or through bumping into the table.

#### **Risk**

- Sprains and strains
- Striking injury by balls/paddles
- Falls
- Collisions with other players (if playing doubles)

#### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level
- Suitable indoor area, with enough spacing between the tables to avoid collisions.
- Suitably lit playing area.
- Adequate spacing between tables.
- Tables assembled on non-slip floor surface.
- Equipment to be checked for damage before games commence and removed from use if necessary.
- Tables of sound construction, securely erected.
- Tables on wheels: easily moved to set up or store away.
- Brakes on wheels so they don't move during the match.
- Students to be instructed with safety procedures and appropriate behaviour for safety.
- Spectators and non-participating players are to be instructed to remain outside the table area during play.

### **Task / Activity**

#### **TENNIS**

#### **Hazard**

Potential injuries from use of racquet, ball or collision with player (if playing doubles) and slipping on surface.

#### **Risk**

- Sprains and strains
- Striking injury by balls/racquets
- Falls or slipping
- Grazes
- Collisions with other players (if playing doubles)

#### **Risk Control Measures**

- Appropriate instruction and supervision according to skill level.

- Teacher/Instructor should determine the students' capabilities to engage in the activity.
- Suitable playing surface: flat area of sufficient size, debris-free.
- Nets erected properly.
- Racquet weight and grip size should be appropriate to players' size and strength.
- Adequate spacing between courts.
- Equipment to be checked for damage before games commence and removed from use if necessary.
- Appropriate footwear for the surface being played on.
- Appropriate racquet size for the student's size and ability.
- Courts clear of balls when playing.
- End changes must be conducted by the players going around the net not over the net.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to playing the game.
- Spectators and non-participating players are to be instructed to remain outside the court area during play.
- Play must not be allowed on slippery wet surfaces.
- In warm weather, dehydration can be a major problem. Students should be encouraged to consume fluids prior to, during and on completion of events.

**Bat Tennis:** the Primary School does not teach tennis, but introduces Tennis as a modified game 'Bat Tennis'. It has the same risks and similar Risk Control Measures; the following are specific to Bat Tennis only

**Risk Control Measure:**

- Wooden nets are securely erected.
- Adequate spacing between courts
- Students to swap ends by going around wooden net, not over.
- Handles of wooden bats secure and no splinters in grips: any damaged equipment removed.

**Task / Activity**

**TENPIN BOWLING**

**Hazard**

Potential injuries from misuse of bowling ball and slipping.

**Risk**

- Finger injuries
- Sprains and strains
- Striking injury by balls: if it slips from bowler
- Falls
- Slipping on floor during run up

**Risk Control Measures**

- Appropriate instruction and supervision according to skill level.
- Teacher/Instructor should determine the students' capabilities to engage in the activity.

- Modified rules for beginners: such as bumper bowling and lighter balls: balls correct size and weight.
- Approved Bowling Centre.
- Permission from parents to attend and participate.
- Correct shoes rented from the bowling centre.
- Adequate skill development before students bowl games.
- Students made aware of safety rules and centres behavioural code.
- Students are to be aware of rules, safety procedures and prerequisite skills prior to bowling.

**Task / Activity**  
**VOLLEYBALL**

**Hazard**

Potential injuries from misuse of ball and through collision with players, slipping or being tangled in a net.

**Risk**

- Head and face injuries
- Finger injuries
- Sprains and strains
- Fractures
- Striking injury by balls
- Falls or slipping on hard surface
- Collisions with other players

**Risk Control Measures**

- Appropriate instruction and supervision according to skill level – including warm up and cool down.
- Teacher/Instructor should determine the students' capabilities to engage in the activity and basic skills to be taught before students play games.
- Modified rules for Junior levels
- Even surface for court.
- Adequate run-off space around courts.
- Balls not over-inflated and appropriate size.
- Mini volleyballs for beginners, or "Nerf" balls.
- Long sleeves for beginners prevents bruising to forearms.
- Students to never roll or throw volleyballs under the net while players are practising spiking or blocking.
- A flexible cable should support net.
- Changing of ends, players to walk around the court, not duck under the net.
- Appropriately qualified referee: positioned in appropriate position for player safety.

## ***Health and Physical Education (Primary)***

### ***Rationale***

It is the school's commitment that all students should be given the opportunity to partake in a Health and Physical program. This program will encourage the growth of skills in all areas of physical education, whilst promoting an understanding of food, nutrition, health, safety, human development and human relations. The school understands the importance of nurturing students' individual talents whilst recognising differences in ability and physical characteristics. The school recognises that the students need to develop their self-esteem and experience a sense of belonging to the school community in order to feel a sense of personal security. The school believes that Health and Physical Education should build on student's experiences as well as new experiences that will encourage healthy living habits and genuine interest in sporting and leisure activities.

### ***Aims***

The issues that are of major importance to health and physical education curriculum are:

- to gain fundamental motor skills
- to develop competent skills in major games
- to encourage participation in the swimming program that teaches swimming strokes and safety and survival skills
- to develop an understanding of the concept of fitness and its benefits.
- to develop awareness of the social and physical environment the effects growth and development
- to identify the harms associated with particular situations and behaviours and how to take action to minimise these harms
- to develop an understanding of the use of food to provide nutrients for energy. Growth, repair and regulation of the body's physical functions.
- to develop an understanding of the balance of physical, social, spiritual and mental aspects of health in effective functioning of individuals
- to recognise negative behaviour and effectively using conflict resolution skills.

### ***Implementation***

- Planning on yearly overview, set out term by term. Then detailed weekly lessons are planned for each grade, by a teacher in that year level.
- Resources are located in an easily accessible storeroom. All equipment is appropriate.
- Junior and middle grades are grouped in classes. Senior primary grades are grouped according to class and gender.
- PE and Health are taught to the following time allotments:
  - Preparatory: 2 lessons per week 94 minutes
  - Grade 1: 2 lessons per week 94 minutes
  - Grade 2: 2 lessons per week 94 minutes
  - Grade 3: 2 lessons per week 94 minutes
  - Grade 4: 2 lessons per week 94 minutes, and Huff and Puff 50 minutes
  - Grade 5: 2 lessons per week 94 minutes, and Huff and Puff 50 minutes
  - Grade 6: 2 lessons per week 94 minutes, and Huff and Puff 50 minutes
- Emphasising participation rather than demanding high skill and the importance of winning.
- Learning through cooperative groups.

- All students will study sequential Physical education courses based upon the outcomes contained within the Curriculum and Standards Framework II.
- When planning the lessons, teachers must provide learning opportunities that cater for the individual needs of each student.
- Create environments that support health and participation in physical education, including Jump Rope for Heart, Swimming Programs, and Athletics days.
- Develop the knowledge and skill to make informed decisions on nutrition and dietary practices.
- Encouraging listening and observational skills, to develop skills being taught for safety awareness.
- Individual and group-skill development.
- Our health topics are also taught in Integrated Studies; refer to the Primary Integrated Studies Policy for more details on this topic.
- The Yearly budget is determined at the beginning of each year.
- Sun Smart Policy: As per the St. Mary's Coptic Orthodox College Uniform Policy, the wearing of school hats during 1<sup>st</sup> and 4<sup>th</sup> terms while involved in outdoor activities such as P.E. and Sport and during recess and lunch is compulsory. Student's without hats are restricted to be indoors under supervision. Sunscreen (SPF 30+) is encouraged on excursions and for outdoor activities. The staff is encouraged to act as role models by wearing wide brimmed hats when outside. The school newsletter and school chapel will be used to highlight and reinforce the sun smart policy. Sun Smart activities and sun protection will form part of the Health and Physical Education curriculum throughout all year levels.
- Swimming: Each child in Preparatory to grade 6, will be provided with the opportunity to participate in a school Swimming Program. The cost of the components of the program is calculated each year due to changing cost of Swimming Centres. All components of the program meet the Vic Swim requirements and all instructors are provided by swimming centres. Students are evaluated by the instructors and are placed in groups in accordance to their swimming ability.
- Non-Participation: Students who are unable to participate in P.E. and sport lessons, swimming lessons or sports related excursions, due to injury or ill health will be required to produce a note/medical certificate to the teacher in charge of that activity (class or Physical Education teacher).
- Assessment: Teachers evaluate students through observation, check lists, anecdotal records, and participation.
- Reporting is done by half and end of year written reports and parent teacher interviews.

### ***Primary Swimming***

#### ***Rationale***

Swimming is an integral and essential part of the physical education program. Becoming a confident and competent swimmer is essential to student safety, as well as increasing opportunities for both leisure and sporting pursuits.

#### ***Aims***

- To develop confident and competent swimmers who display the skills, knowledge and confidence required to enjoy swimming and other aquatic activities safely

#### ***Implementation***

- ***The school's annual swimming program will be organised and coordinated by the Physical Education Coordinator***
- A minimum of two St Mary's staff will be in attendance at all times.
- Minimum overall DE&T current staff-student ratios will be followed at all times. That is:-
  - Beginners: (shallow water- little or no experience) 1 staff to maximum 10 students
  - Intermediate: (basic skills and able to swim 25 metres with a recognisable stroke) 1 staff to maximum 12 students
  - Advanced: (able to swim 50 metres using 2 recognisable strokes and demonstrate 1 survival stroke in deep water) 1 staff to maximum 15 students
- The swimming program will consist of:
  - Preparatory - Grade 4 will have an intensive program of eight, 45 minute lessons over two weeks
  - Grades 5/6 will have 2 lessons per week over four weeks
- Parents must provide a completed and signed swimming permission form for their child to participate in the program, and staff associated with the swimming program are to be made familiar with medical histories of the students in respect to epilepsy, diabetes, asthma, and heart conditions, and appropriate measures taken. Students with ear infections, throat infections, colds, papillomas and other contagious infections will not be permitted to enter the water until they have recovered
- Costs associated with swimming program must be paid by parents prior to the commencement of the program. Parents experiencing financial difficulty should contact the school



**Appendix 2**

**CONSENT FORM for DAY TRIPS**

Complete and submit for Head of Primary/head of Secondary approval.

1. Name of excursion or trip .....

2. Itinerary (include mode of travel) .....

.....

3. Aims of excursion or trip .....

.....

4. Date of excursion or trip ...../...../..... Time leaving .....

Date returning to school ...../...../..... Time returning .....

5. Cost per student \$ .....

6. Excursion or trip leader .....

7. Attached: class list/s showing

Number of children going .....

Number of children not going and the arrangements for them .....

.....

.....

8 Names of adults attending .....

.....

9 Person responsible for first aid (Basic Casualty/Red Cross/St John Certificate)

.....

10. School contact person .....

phone no. ....

11. Yard duty arrangements

.....

12. If using public transport, the person driving the emergency car

.....

Teacher's signature: .....Date ...../...../.....

HoP/HoS's approval: (sign) .....Date ...../...../.....

**Appendix 3**

**CONSENT FORM - CAMP OR EXTENDED EXCURSIONS**

Complete and hand to the HoP/HoS a minimum of four weeks before the event.

1. (a) Camp leader: .....

(b) Inclusive dates ...../...../..... to ...../...../..... or on .....

Time leaving ..... Time arriving .....

(c) Year level ..... No. of children .....

(d) Site or places to be visited .....

2. (a) Main aim(s) .....

(b) Other aim(s) .....

3. Emergency:

Nearest doctor ..... Hospital .....

Ambulance ..... Police station .....

(b) How can you be contacted while absent from school?  
.....

(c) Name of school contact person .....

Ph: .....

(d) Have health forms been collected? .....

(e) First aider .....

4. Administration:

(a) Transport: type and firm  
.....

(b) Catering arrangements .....

(c) Parent helpers .....

Other helpers .....

(d) Staff members going .....

Arrangements to cover their normal duties  
.....

(e) Have the canteen staff been informed? .....

(f) Have all owners, rangers, caretakers, etc. been contacted?  
.....

(g) Adventure activities (overnight hikes, canoeing, sailing, etc.)

| Activity | Pupil/Teacher Ratio | Instructor | Qualifications/Experience |
|----------|---------------------|------------|---------------------------|
|          |                     |            |                           |
|          |                     |            |                           |
|          |                     |            |                           |

(h) Briefly describe activities, including alternatives for poor weather:  
.....  
.....

(i) Cost per student \$ ..... approx.

Teacher's signature: ..... Date ...../...../.....

HoP/HoS's approval: (sign) ..... Date ...../...../.....

## Appendix 4

### OUTDOOR EDUCATION - PARENT INFORMATION FORM

Dear Parents,

On ..... as part of ..... etc.

(To include such details as:

1. Name of excursion or camp
2. Program - including travel arrangements
3. Aims of excursion or camp
4. Date(s) of excursion or camp
5. Time leaving
6. Time returning to school
7. Cost per student
8. Teachers/instructors involved
9. Estimated number of children attending
10. Special mention of adventure activities included in the program and safety requirements, e.g. the type of clothing needed, etc.
11. Emergency school contact person.

(Signed) .....

**Appendix 5**

**OUTDOOR EDUCATION CONSENT FORM**

As a parent/guardian of .....

I, .....give my consent for him/her to take part in

(Details of the planned activities)

from ..... to .....

OR on .....

The staff and instructors have my authority to take whatever action they think necessary to ensure the safety, well-being and successful conduct of the students as a group or individually in the above-mentioned activity.

If my child becomes ill or is accidentally injured, the school may obtain on my behalf whatever medical treatment my child needs. I will pay all such medical expenses.

I have attached information as asked about my child's health, including details of his/her limitations for the planned activity. My child's own doctor or medical specialist may be contacted in an emergency.

To the best of my knowledge this is accurate information.

Signed: ..... Date .....

(Parent/Guardian)

NB.

If you fail or neglect to provide sufficient and current information in writing to enable the proper treatment of your child no liability will be accepted by the school for any injury or illness which your child may suffer as a result.

***Please complete Medical Information section on other side of this page***

**Appendix 6**

**Outdoor Education - Medical Information**

CHILD'S NAME: .....

HOME ADDRESS: .....

POSTCODE: .....

TELEPHONE: Home: ..... Work (Father/Mother): .....

DATE OF BIRTH ...../...../.....

Is the student covered by a private medical benefits fund as well as Medicare? YES/NO

Medicare number ...../...../.....

To protect your child from possible embarrassment, but not to exclude him/her from the program, the following information is required:

Does your child sleep-walk, wet the bed, etc. YES/NO IF YES, please write what happens: ..

.....  
.....

Are there any other things the school should know about caring for your child, like asthma, allergies, convulsive seizures, etc? If so, please write them here:

.....  
.....

Has your child been close to anyone with any 'communicable disease' - that is, measles, mumps, and so on, within the last 21 days?

If so, which one? .....

Has your child ever had penicillin? YES/NO If so, is he/she allergic to it? YES/NO

Is your child allergic to any other drug/medicine? YES/NO If so, which ones?.....

Does your child have any regular prescribed medicine? If so, give details:

.....  
.....

(NOTE Any medicine or tablets needed during the time your child is away should be handed to a leader on the day before they leave together with the name of the child, the amount to give for each dose, what time to give it and how it is to be given)

Is there anything you know about your child's health that means he or she should have only limited physical activity? If so, please give details:

.....  
.....  
.....

Does your child have a special diet because of health problems? YES/NO If so, please give details:

.....  
.....  
.....

Is there any other information which might help us to care for your child?

.....  
.....  
.....

**FOR EMERGENCY USE ONLY**

In case of emergency, contact .....

.Phone: .....

Name and address of family doctor / clinic.....

Phone: .....

Name and address of any other medical specialist treating your child:

.....

..... Phone: .....

***Please complete Consent Form on other side of this page***

**Appendix 7**

**Personal Information Sheet - School/Class Excursions**

Dear Parents,

To enable us to care for your child while away from school on an organised excursion, the following information is required:

Child's Name ..... Date of Birth ...../...../.....

Home Address

.....  
.....

Phone number where parent or guardian can be reached:

Home .....

Work .....

Name of family Doctor or Medical Clinic: .....

Past or present major illness (please list with medication required) e.g. asthma, convulsive seizures, etc.

| Condition | Medication |
|-----------|------------|
|           |            |
|           |            |
|           |            |
|           |            |

Any known allergies (e.g. bee stings, penicillin, or other)

.....

**If you fail or neglect to provide sufficient and current information in writing to enable the proper treatment of your child no liability will be accepted by the school for any injury or illness which your child may suffer as a result.**

**Medical Consent Form**

Should it be necessary for our child to receive medical attention while on a school excursion, I hereby give the school permission to use its judgement in obtaining the best of such service as is required.

We understand that any cost incurred will be our responsibility.

Signature ..... (parent/guardian)

Date .....

---

|                     |              |
|---------------------|--------------|
| Document No:        | 6.14         |
| Date of Acceptance: | Not Known    |
| Review Date:        |              |
| Major Review Date:  | By July 2007 |

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