**CARA 2023**

**Speed & Agility (Speed for Sport)**

* This generic template is provided to support schools in implementing the [Managing risks in school curriculum activities procedure](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure).
* The [CARA planner](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) must be used in conjunction with this guideline for the specific school context, considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.
* Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one [CARA guideline](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) must comply with the requirements of all CARA guidelines appropriate to the activity.
* For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.
* For activities conducted off-site, schools must comply with the [School excursions and international school study tours procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure).
* For activities conducted as part of representative school sport programs, schools should consult with [Queensland School Sport](https://queenslandschoolsport.education.qld.gov.au/).

**Activity scope**

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| Students partake in various drills, activities and games that focus on developing speed and agility that can be transferred to all running sports. |

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| **Inherent risk level[[1]](#footnote-1)** | |
|  | | **CONSEQUENCE** if an incident were to occur | | | |
| **MINOR**  Injury requiring first aid treatment | **MODERATE**  Injury requiring medical treatment | **MAJOR**  Injury requiring specialist medical treatment or hospitalisation | **CRITICAL**  Injury resulting in loss of life or permanent disability |
| **LIKELIHOOD**  of an incident occurring without control measures in place | **ALMOST CERTAIN**  Expected to occur in most circumstances | Medium | **High** | **Extreme** | **Extreme** |
| **LIKELY**  Will probably occur in most circumstances | Medium | **High** | **High** | **Extreme** |
| **POSSIBLE**  Might occur occasionally | Medium | **High** | **High** | **High** |
| **UNLIKELY**  Could happen at some time | Low | Medium | Medium | **High** |
| **RARE**  May only occur in exceptional circumstances | Low | Low | Low | Medium |

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| **Inherent Risk level** | Low risk:  Medium risk:  High risk:  Extreme risk: |

**Activity requirements**

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| **Students**   * Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child’s participation in the activity are identified and managed. * Schools must consult current student medical information and/or health plans in accordance with the [​Managing students' health support needs at school](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) procedure. Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. * The school’s [sun safety strategy](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/sun-safety-strategies) must be followed if participating outside. * Follow the[*Managing excessive heat in schools*](https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools)guidelines on hot days.   **Emergency and first-aid**   * Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. separation from group, fire/evacuation). * Adult supervisors must have: * emergency contact details of all participants * a medical alert list and a process for administering student medication; * communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice; * an appointed emergency contact (e.g. the Principal). * Safety procedures must be determined for the location (e.g. roll marking, process to rapidly communicate emergency advice to adult supervisors of impending severe events) and are to be informed by available safety information (e.g. venue/expert advice, manufacturer’s instructions, product labels, vendor SDS and SOP) . * Access is required to [First aid equipment](https://education.qld.gov.au/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX) and consumables suitable for foreseeable incidents. * For participants with known allergies, schools must comply with the [Supporting students with asthma and/or at risk of anaphylaxis at school procedure](https://ppr.qed.qld.gov.au/pp/supporting-students-with-asthma-and-or-at-risk-of-anaphylaxis-at-school-procedure) and the school’s [Anaphylaxis Risk Management Plan](https://ppr.qed.qld.gov.au/attachment/anaphylaxis-risk-management-plan.docx), including an adult supervisor of the activity with [anaphylaxis training](https://etraining.allergy.org.au/). * An adult with current emergency qualifications for foreseeable incidents is required to be quickly accessible to the activity area.   **Induction and instruction**   * Induction is required for all adult supervisors on emergency procedures, safety procedures and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue. * Instruction is required for students on safety procedures and correct techniques (e.g. preventing injury).   **Consent**   * [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site. For activities conducted on-site, [parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for extreme risk activities and strongly recommended for high risk activities conducted on-site. |
| **Students**   * RBSLEC staff will consult the E2 (Diverse Learners form) to capture students with special or medical conditions. RBSLEC staff will discuss plans and adjustments with visiting school teachers. * RBSLEC Sun Safety policy will be implemented and monitored during the activity.   **Emergency and First Aid**   * RBSLEC holds emergency contact details for all students in office. * Student medical details are filed at RBSLEC office with visiting school staff to manage medication needs of students (eg. taking asthma puffer, epi-pen). * RBSLEC teachers/instructors will have a mobile phones to contact emergency services, RBSLEC office, school and group leaders. * RBSLEC staff to contact RBSLEC Principal at the first sign of an emergency situation. * RBSLEC staff to provide students with a thorough safety induction prior to beginning the activity. * Both RBSLEC staff members carry First Aid kits to apply initial first aid as required. * At least one of the instructing RBSLEC staff members will have the following first aid qualifications:   HLTAID001 Provide cardiopulmonary resuscitation  HLTAID002 Provide basic emergency life support  HLTAID003 Provide first aid  **Induction and Instruction**   * RBSLEC staff are responsible for student induction on safety procedures and correct technique. |
| **Supervision**  Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).   * For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students’ disability on safety during the activity. * The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students’ ages, abilities and specialised learning, access and/or health needs. * Before the activity, all adult supervisors: * must be familiar with the contents of the CARA record * must assess [weather conditions](http://www.bom.gov.au/), and obtain accurate information on [tides](http://www.bom.gov.au/australia/tides/#!/qld), depths, currents and other expected water conditions (if applicable) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. * During the activity, all adult supervisors: * **must** be readily identifiable * **must** closely monitor students with health support needs * **must** comply with control measures from the CARA record and adapt as hazards arise * **must** suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms). |
| **Supervision**   * RBSLEC staff will provide sufficient supervision in order to manage the safety of the activity. * Visiting teacher will be required to support RBSLEC staff with behaviour management and general supervision. * RBSLEC staff will consult the E2 Medical Form to become aware of any students with medical issues or disabilities. RBSLEC staff will consult with visiting teachers to discuss program adjustments. * RBSLEC staff will check and constantly monitor weather conditions before and during the activity, and suspend the activity if weather conditions become unfavourable. * RBSLEC staff will be easily identifiable by wearing RBSLEC uniform. * Adult supervisors must closely monitor non-participant crossing points. |

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| **Supervisor qualification**  Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.   * All adult supervisors must comply with the [Working with children authority procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) and be able to identify, and respond to, risks or hazards that may emerge during the activity. * A registered teacher **must** be appointed to maintain overall responsibility for the activity. * At least one adult supervisor is required to be:   Low risk level   * A registered teacher with knowledge of the activity and its potential hazards   or   * An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in the activity.   Medium risk level   * A registered teacher with competence (knowledge and skills) in teaching the activity   or   * An adult supervisor, working under the direct supervision of a registered teacher, with qualifications in the activity or similar.   High risk level   * A registered teacher with qualifications in the activity (or equivalent demonstrated capability) and with competence (knowledge and skills) in teaching the activity   or   * An adult supervisor, working under the direct supervision of a registered teacher, with qualification or current accreditation in the activity.   Extreme risk level   * A registered teacher with qualifications or current accreditation in the activity   or   * An adult supervisor, working under the direct supervision of a registered teacher, with a high level qualification or accreditation in the activity. |
| **Supervisor qualification**   * Qualified teachers and Unit Support staff. Staff will hold the relevant qualification for the activity and be experienced in the running of the activity. * At least one of the instructing RBSLEC staff members will have the following first aid qualifications:   HLTAID001 Provide cardiopulmonary resuscitation  HLTAID002 Provide basic emergency life support  HLTAID003 Provide first aid |
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| **Facilities and equipment**  The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.   * Consult [*Chemicals in curriculum activities*](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) for support in assessing the risks of chemicals used with/by students in curriculum activities. * If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on [*Chemicals in curriculum activities*](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) and [*Plant, equipment and materials in curriculum activities*](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines)*.* * Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed. This may be in a specialised facility (e.g. laboratory) or other suitable location (e.g. incursion, field trip). Undertake a reconnaissance of new or infrequently used locations to ascertain suitability. * Designated areas for the activity, spectators and vehicles are established (e.g. safety/exclusion zones considering buildings, pedestrians, members of the public, vehicles and other activities). * Participants must wear [Personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/resources) as relevant (e.g. enclosed footwear). * Equipment must be sized to match the ability and strength of students and used in accordance with the manufacturer’s instructions. * If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity. |
| **Facilities and equipment**   * The running activities will be delivered on the track, main field and hockey pitch at Gold Coast Performance Centre. * A thorough course inspection must occur before the event to assess suitability of the track, E.g. sufficient space to all of decelaration. * Participants must wear enclosed footwear appropriate to the running surface. * Ensure spikes (if used) are to be no longer than 7mm (syntehtic surface) 12mm (grass surface). |

**Hazards and control measures**

Information on managing common hazards and risks in the school environment can be found at [Hazards and risks](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards).

*Add rows to the tables as necessary.*

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| **Considering environmental hazards** | **Planned control measures** |
| **Biological Hazards**  **(Body fluids E.g. blood, saliva, sweat)** | * Manage bodily substances (e.g. blood) and open wounds before, during and after the activity. |
| **Environmental Conditions (Weather, sun, humidity)** | * Hat and sunscreen are recommended to be worn for sun protection. * Weather forecast checked (via BOM) in advance and weather visually checked by instructors prior to activity. * Ensure drink breaks occur regularly. |
| **Vehicles** | * If vehicle access is required to the track, closely supervise the access points. |
| **Considering facilities and equipment hazards** | **Planned control measures** |
| **Faulty or dangerous equipment** | * Use only regulation-size relay batons made from lightweight material (e.g. aluminium, plastic). |
| **Running surface** | * Conduct a field check to identify and manage surface hazards. Clear the running surface from loose items or debris e.g. rocks, burrs. Do not participate on a surface that is slippery, unduly rough or chopped up. * Cover/fill surface hazards (e.g. sprinkler heads) to be level with the surrounds. * Wear footwear appropriate to the running surface. Follow venue requirements, if available. |
| **Considering students** | **Planned control measures** |
| **Collision** | * Ensure participants are sufficiently spaced for non-laned events to avoid collisions or spike injuries. * Keep non-participants clear of the running track. |
| **Physical exertion** (Exhaustion and fatigue) | * Ensure students have undertaken sufficient training before participating in distance activities/events. * Do not allow students to run after injury until the injury has been managed according to established procedures. If in doubt, the student should not run until medically cleared. * Continually monitor participants for signs of fatigue and exhaustion. |
| **Student issues** | * Conduct [warm-up/cool-down](https://laq.org.au/coaching-resources/) activities. * Provide specific safety induction for students wearing spikes. |
| **Visibility** | * Ensure staff can easily recognise those students with health support needs and are familiar with their needs. |

| **Monitoring and Review** *(to be completed during and/or after the activity.)* | **Yes** | **No** |
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| Have additional hazards been identified? |  |  |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |
| Details: | | |

1. *The* ***inherent risk level*** *is determined before any control measures are put in place. Refer to the* [CARA planner](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx). [↑](#footnote-ref-1)