ALEP

15

Aboriginal Landcare Education Program

PARTICIPATE IN WHS PROCESSES

bhpbilliton
resourcing the future

Greening Australia

CONTENTS

INTRODUCTION 1

1. WHAT IS WHS? 2
2. WHS LEGISLATION 4
3. ACCIDENTS, INCIDENTS & EMERGENCIES 6
4. HAZARDS, INJURIES & RISKS 8
5. SIGNS 10
6. PERSONAL PROTECTIVE EQUIPMENT (PPE) 12
7. SAFETY EQUIPMENT & INFORMATION 14
8. COMMON HAZARDS IN CLM & HORTICULTURE 15
9. ASSESS, RATE & CONTROL RISK 40
10. CONTRIBUTE TO WHS 48

RESOURCES 50

1. SAFE LIFTING PROCEDURE 50

GLOSSARY 51

REFERENCES 52

PUBLICATION NOTES

BHP Billiton Iron Ore is proud to support Greening Australia to provide valuable conservation and land management training to communities throughout the Pilbara through the Indigenous Training Program.

This Learning Guide series has been developed as part of our partnership of the program.

Gavin Price, Head of Environment, BHP Billiton Iron Ore

Greening Australia is proud to produce and provide the comprehensive suite of new ALEP Learning Guides. The guides are compatible with the new horticulture and conservation industries training package and suited to developing skills in Indigenous communities within remote areas of the country where employment opportunities are limited. We would like to thank BHPBIO for their generous support in the development of the guides.

Brendan Foran, National CEO Greening Australia

The second series of ALEP Guides is aligned with a number of units of competence from the *Training Package AHC10 – Agriculture, Horticulture and Conservation and Land Management* (Release 8.0). The units selected are frequently used within Certificates I to III in Horticulture and Conservation and Land Management. As such they cover, where possible, the elements, performance criteria and required skills and knowledge of each unit.

The principal goal of these resources is to support the learning process; the learning activities may complement a trainer's assessment plan. The intent is that they will be used in an interactive manner with learners rather than as self-paced study guides. The structure and sequence have been designed to follow the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.

The writers consider that these guides can provide a sound technical foundation but also strongly encourage trainers to complement the guides with additional, authentic resources from relevant industry texts and websites. The guides can be used in part or in their entirety but should always be linked to practical activities to strengthen the teaching and learning.

Genuine consideration was given to the level of language used in the guides. The goal has been to find a balance between simplifying the language to an accessible level and ensuring that the vocational concepts are addressed. The writers contend that with appropriate support these texts can provide an opportunity for students to strengthen their language, literacy and numeracy skills, which may be required for pathway progression.

A number of Aboriginal people have been involved in developing this ALEP Guide, which is considered suitable for use within a program based on Aboriginal pedagogies.

INTRODUCTION

Welcome to *Participate in WHS processes* (Work Health and Safety). This learning guide introduces the basic concepts of safety in the workplace. You will learn how to recognise hazards, assess risk and work to reduce the risk of injury. Safety is an important part of all aspects of conservation and land management (CLM) and horticulture work.

The learning guide can only present the broad ideas about WHS. This knowledge needs to be used in practice as you carry out your everyday duties in the field. Ideally, assessment of this unit can be clustered with other practical tasks from other units of your qualification.

EQUIPMENT REQUIRED

To complete this training you will need the following:

1. Access to your workplace safety policy and procedures
2. Access to the WorkSafe website for your state
3. Appropriate Personal Protective Equipment (PPE)
4. Safety equipment for field work, such as first aid kit, maps and water

NB: If there are no workplace safety documents, then all activities based around these should focus on suggestions for information to include in such documents.

Much of the training for this unit should be completed on the job.

LEARNING ACTIVITIES

There are three kinds of activities to complete. These activities may go toward your final assessment.

SECTION	ACTIVITY	SATISFACTORY (Y/N)	DATE
PRACTICAL ACTIVITIES			
8.2	Chainsaw pre-start check		
8.2	Vehicle pre-start check		
8.3	Tag out defective equipment		
8.4 and 8.5	Inventory of hazardous substances; manual handling		
DISCUSSION ACTIVITIES			
4	Common hazards in CLM and horticulture		
8.4	Workplace procedures for hazardous substances		
8.5	Manual handling injuries		
8.5	Manual handling risk management		
9	Identify hazards for a JSA		
9	Contribute to a JSA		
WORKBOOK ACTIVITIES			
Throughout	Written responses to workbook questions (Conducted verbally where appropriate)		

1 WHAT IS WHS?

There are several ways of talking about the same thing when it comes to keeping safe and healthy at work.

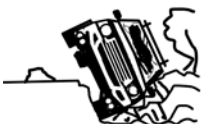
- **WHS** – Work Health and Safety
- **OSH** – Occupational Safety and Health
- **OHS** – Occupational Health and Safety
- **HSE** – Health Safety and Environment

Safety is probably the most important part of any job you do. Working safely means that you will be:

- A responsible worker
- Healthy to enjoy time with your family when you're not at work

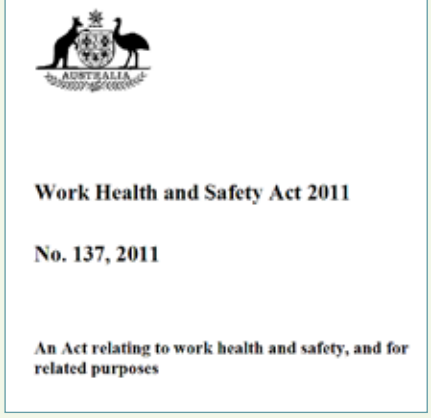
The main things we think about in safety are:

- Hazards – what are the dangers in our workplace?
- Assessing risk – How likely is it that we will be injured and how badly?
- Reducing risk – What can we do to make the workplace less dangerous?

HAZARDS	
TRIP HAZARDS Can cause: Injury from falling over 	**WORKING WITH SOIL** Can cause: Soil-borne diseases 
NOISY EQUIPMENT Can cause: Damage to hearing 	**WET, SLIPPERY AREAS** Can cause: Injury from slipping over 
USE OF POWER TOOLS Can cause: Injury or electrocution 	**USE OF CHEMICALS** Can cause: Poisoning or skin/eye irritation 
MANUAL HANDLING Can cause: Injury to muscles or bones through strain or crushing 	**WORKING WITH WIRE** Can cause: Cuts and eye injuries 
SUN EXPOSURE Can cause: Dehydration and sunburn 	**ROAD TRAVEL** Can cause: Injury in vehicle accident 


EMERGENCY
ASSEMBLY
POINT
DANGER
CONSTRUCTION
SITE
UNAUTHORISED PERSONS
KEEP OUT
NO SMOKING
THIS PROTECTIVE EQUIPMENT
MUST BE WORN
ON THIS SITE
Prevent Back Injury
Bend Knees to Lift...
CAUTION
RADIATION AREA
AUTHORISED
PERSONNEL ONLY
Inderlec Medical Systems Pty Ltd 1300 364 336
DANGER
HIGH VOLTAGE
EQUIPMENT
AUTHORISED PERSONS
ONLY

2 WHS LEGISLATION



Work Health and Safety Act 2011

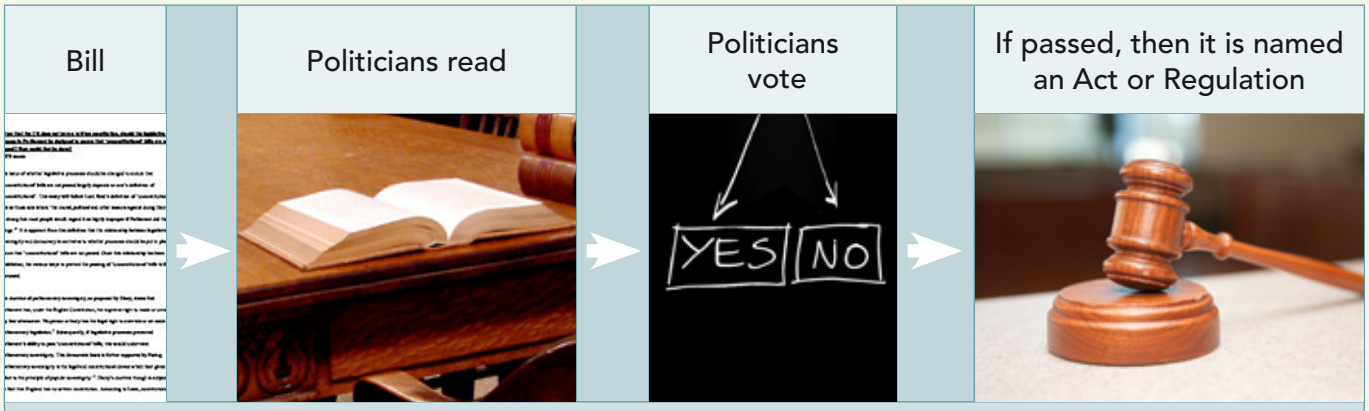
No. 137, 2011

An Act relating to work health and safety, and for related purposes

HOW ARE LAWS MADE?

In very general terms, a Bill, which is a set of documents, is put forward to become law. The members of parliament (the politicians) read the documents and decide if they think the Bill should be made law. They all vote, and if a majority of people agree with it then it is 'passed'. When it is passed it becomes the law.

All the documents together can be called the legislation. When they have been passed, the legislation is named as an Act and/or Regulations.



IMPORTANT

Once it is law it means that we all have to follow it.
If we don't, then we can be fined or imprisoned.

THE LAWS FOR YOUR STATE

There is one WHS Act for the whole of Australia and more Acts for each state. Tick the laws that are relevant to you.

TICK HERE	JURISDICTION	LEGISLATION
	Commonwealth	*Work Health and Safety Act 2011*
	ACT	*Work Health and Safety Act 2011*
	New South Wales	*Work Health and Safety Act 2011*
	Northern Territory	*Work Health and Safety (National Uniform Legislation) Act*
	Queensland	*Work Health and Safety Act 2011*
	South Australia	*Work Health and Safety Act 2012 (SA)*
	Tasmania	*Work Health and Safety Act 2012*
	Victoria	*Occupational Health and Safety Act 2004*
	Western Australia	*Occupational Safety and Health Act 1984*

WHS legislation lets the employer (boss) and employees (workers) know what their responsibilities are.

EMPLOYER RESPONSIBILITIES

The key responsibility of an employer is to show a duty of care toward their employees. They do this by:

- Providing a safe workplace that is free from unnecessary hazards
- Supplying the required PPE and safety equipment for all employees working with hazards
- Delivering the appropriate training for all employees who need to work with hazards
- Listening to and acting on feedback from employees

POLICIES & PROCEDURES

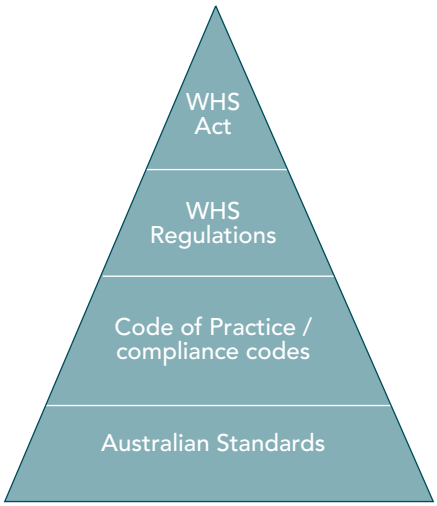
Policies and procedures are documents written by employers. They describe everything employers and employees are required to do. This helps in a few ways:

- It proves they have a system in place to manage safety
- It helps employees understand what is required of them

EMPLOYEE RESPONSIBILITIES

The key responsibility of employees is to show a duty of care to themselves and others. They do this by:

- Completing the training provided by the employer and following the processes learnt
- Using and looking after PPE and safety equipment as directed
- Following the workplace policies and procedures
- Following manufacturers' safety instructions on equipment and substances
- Making suggestions as to how to reduce risks in the workplace



Legislation can include:

- Acts
- Regulations
- Codes of Practice
- Compliance codes
- Standards

NOTE

'Duty' means a legal obligation – something you must do. So 'duty of care' means that legally you must care for yourself and those around you.

3 ACCIDENTS, INCIDENTS & EMERGENCIES

Think about the difference between an accident and an incident for a minute.

Generally we understand the word accident to mean when something happens and someone is injured.

If someone is nearly injured but isn't actually injured, then we call this 'a near miss'. This is an incident, but should be treated as importantly as an accident.

Accidents and near misses are both kinds of incidents.

Legislation tells us we must report serious incidents even if they didn't cause an accident. Someone might have been lucky this time, but next time it could be worse. When an accident or incident is reported, the employer must arrange to reduce the risk of the hazard that caused the incident. The employer might need to:

- Fix or replace broken plant or equipment
- Buy new safety equipment
- Change the procedure for doing a job
- Provide further training to employees

The way you report an incident will depend on your workplace procedure. You might be able to tell your supervisor what happened or you might need to complete an incident report.

WORKBOOK ACTIVITY

What does your workplace require you to do if you are involved in an incident?

Find a copy of the procedure, read it together with your supervisor and write some notes here.

.....

.....

.....

.....

.....

WORKBOOK ACTIVITY

An emergency is a serious and unexpected incident that needs urgent action.
List some examples of emergencies you might come across in the work you do.

WORKBOOK ACTIVITY

You are working in the office and you notice there is smoke coming through the door from the workshop/shed. You can see that a fire has started at the workbench at the back, and flames are reaching the ceiling.

What does your workplace procedure require you to do?

If you don't have an emergency procedure in your workplace, then use the one below.

EMERGENCY PROCEDURES

IF YOU SEE SMOKE/FIRE OR BECOME AWARE OF AN EMERGENCY IN THE BUILDING

- Follow work shut down procedures
- Alert and evacuate people in immediate area closing doors behind you
- Ensure an alarm has been raised by shouting "FIRE, FIRE"
- Dial "000"and ask for the fire brigade
- Ensure any mobility impaired persons are escorted to the fire stairs or to safety

NOTE

It should be clearly understood that the primary duty of the staff and occupants is not to combat the fire but to ensure, as far as practicable and to the best of their ability, the safety of themselves and of others. Staff/occupants with first attack firefighting skills may attempt to extinguish the fire, IF SAFE TO DO SO.

DO NOT re-enter the building until the fire brigade declares it safe to do so.

4 HAZARDS, INJURIES & RISKS

Understanding the meaning of these words is really important at this stage of your learning. Discuss these terms with your work team to make sure you all understand.

A HAZARD is anything that can cause injury to or damage the health of a person or animal. A hazard is also something that can cause damage to equipment, infrastructure or the environment. In this unit, we will mainly think about protecting people and animals.

AN INJURY is what can happen to a person if they are harmed by the hazard. One hazard can cause several different kinds of injuries.

THE RISK is the chance of a hazard causing injury to a person or animal. As with hazards, risk can also apply to equipment, infrastructure or the environment. In *Section 9* we will talk more about risk and how we assess risk.

A CONTROL is something you do or use to reduce the risk of a hazard causing an injury.

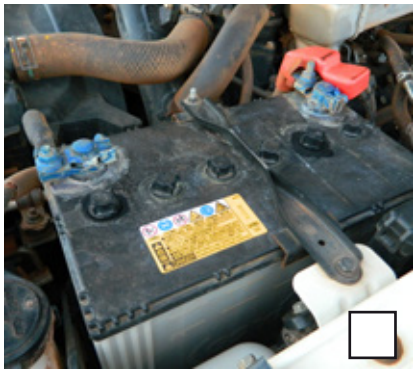
In WHS our focus is recognising hazards and applying controls to reduce the risk of injury.

DISCUSSION ACTIVITY

Discuss and list common hazards in the CLM or horticulture work you do.

WORKBOOK ACTIVITY

Tick the box if you think the image shows a hazard. Then briefly write why it could be a hazard.



.....

.....

.....

.....

.....

.....

5 SIGNS

Safety signs are used to help people recognise that there are hazards in the workplace. They can also help you to work out what safety equipment you need.

- Some safety signs have only words
- Some have only pictures
- Some have words and pictures

IMPORTANT

Safety signs help reduce the risk of injury

Safety signs also use shape and colour to help you understand their purpose. These signs are used around the world so language is not a barrier to managing safety. There are specific meanings associated with each colour and shape that is used.

COLOUR	MEANING	COMMON SHAPES
RED	Danger	
BLUE	PPE and safety equipment	
YELLOW	Warning, hazard	
GREEN	First aid or safety information	

WORKBOOK ACTIVITY

Answer the following

	WHAT DOES THE SIGN MEAN?	WHERE WOULD YOU SEE IT?
		
		
		
		
		

WORKBOOK ACTIVITY

Go out and have a look for WHS signage in your workplace.
Draw the signs, describe their colour and explain their meaning.

DRAW THE SIGN	WHAT COLOUR IS IT?	WHERE WAS IT AND WHAT DOES IT MEAN?

6 PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE is an abbreviation for **P**ersonal **P**rotective **E**quipment.

It is clothing and other equipment you use and wear to protect your body from injury when working around hazards. PPE is a control to reduce the risk of injury when working around hazards.

WHS laws tell employers they must provide you with PPE and train you to wear and use it correctly. You must also understand why it is necessary.

WHS laws also tell you as an employee that you must wear and use PPE properly in the way you have been trained.

Your employer must make sure you have a place to store your PPE to keep it in good condition. You must look after your PPE by cleaning and storing it appropriately.

IMPORTANT

PPE helps reduce the risk of injury

PPE USED IN CLM & HORTICULTURE WORK

Long trousers, shirt and steel-capped boots		Rubber boots	
Gloves		Spray suit	
Hat and tinted safety glasses		Life jacket	
Safety glasses		Chainsaw chaps	
Hearing protection: Earmuffs and buds		Face shield	
High visibility vest – Hi Vis		Welding mask	
Respirator or suitable mask		Helmet	
PVC gloves for using chemicals		Machinery harness	
Hard hat			

7 SAFETY EQUIPMENT & INFORMATION

As well as PPE, there are other items you will use and actions you will need to take to reduce the risk of injury while working.

Water		Torch	
First aid kit		Food	
Sunscreen		Safety data sheets	
Insect repellent		Recovery gear such as shovel, axe, snatch strap, MAXTRAX, etc.	
Two-way radio, satellite phone or mobile phone			
Weather, road and fire reports		Eyewash bottle	
Notify others of your plans		Soap / antibacterial wash	
GPS		Fire extinguisher	
Maps and permits		Safety cones	

COMMON HAZARDS IN CLM & HORTICULTURE 8

There are a number of hazards you will almost certainly come across in your work in CLM or horticulture. It is important you are aware of these hazards. They will not stop you from doing the job, but it is important you know how to work safely around them. We call this reducing the risk of injury.

8.1 NOISE

Loud noise can damage your hearing.

COMMON JOBS WITH A NOISE HAZARD

You are likely to be exposed to loud noise in a wide range of jobs. This can include jobs such as:

- Brushcutting
- Mowing
- Chainsawing
- Using power tools such as angle grinders, power saws, etc.
- Working near a generator
- Weed spraying with a petrol engine pump
- Tractor driving
- Quad bike riding

WORKBOOK ACTIVITY

Can you think of any other jobs you do where you are exposed to loud noise?

.....

.....

.....

.....

.....

IMPORTANT

Your employer must provide you with appropriate hearing protection when you are working around noise at 85 dB or louder. This is written in the Workplace Health and Safety Acts for all states and territories of Australia. The law also says that you must wear this protection.

HOW YOUR HEARING IS DAMAGED

The human brain processes noise through a complex process. Very simply, you receive noise through your outer ear and the vibrations of the sound shake a tiny drum inside your ear. Inside the drum is liquid that pushes up against tiny hairs. These hairs transmit a signal to your brain so you can recognise the sound.

When noise is too loud for too long, the tiny hairs can be damaged or destroyed so your brain does not receive the signals. This is known as noise-induced hearing loss.

MEASURING NOISE

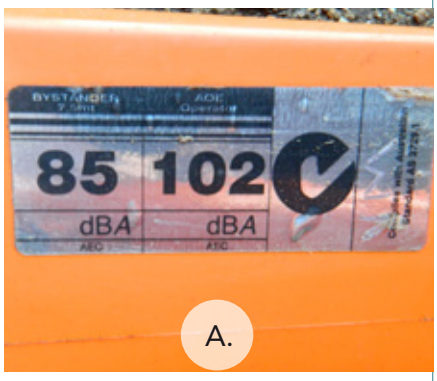
Noise is measured in decibels. We use the abbreviation dB. Silence is 0 dB and a chainsaw is about 100 dB.

Exposure to noise that is 85 dB for more than 8 hours will damage your hearing. More damage will be caused every time this happens. Noise that is louder than 85 dB will cause damage in less time. Noise above about 115 dB, for example a gunshot, will cause damage straight away if you do not have hearing protection.

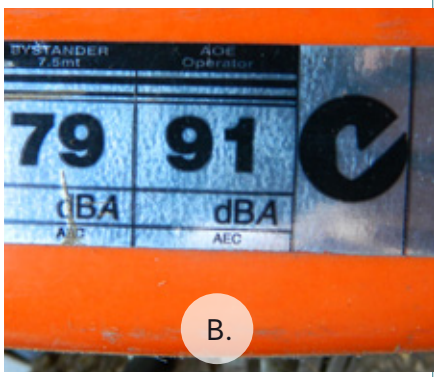
The damage to your hearing depends on:

- How loud the noise is
- How long you hear it for
- How many loud noises you hear at the same time
- How often you hear loud noises

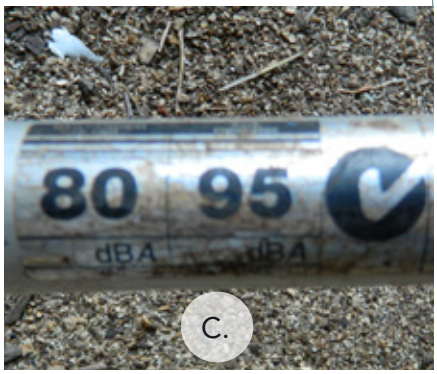
Modern machinery has two noise level readings on it. These are measured in decibels. The higher level is what the operator will be exposed to at the distance from the equipment to the ear. The lower level is what a bystander will be exposed to standing 7.5 metres from the equipment.



A.



B.



C.

WORKBOOK ACTIVITY

For each of the pictures on the left, identify the noise level for the operator and bystanders.

OPERATOR	BYSTANDERS
A.	
B.	
C.	

DISCUSSION ACTIVITY

Have a look at the chart on the opposite page and see how long you can be exposed to different noise levels before they will damage your hearing.

What is the noise level for a ride-on mower? Is this a safe noise level to work around for a full day?

NOISE LEVEL DECIBELS (dB) & EXPOSURE TIMES

AT RISK		Loud	
		Gunshot	120
		Jet taking off (25 m away)	
		Pneumatic hammer	110
		Chainsaw	
		Angle grinder	100
		Personal stereo (max volume)	
		Ride-on mower	90
		Busy road	
		Front-end loader	80
NEGLIGIBLE RISK		Vacuum cleaner	70
		People talking	60
		Washing machine	50
		Library	40
NO RISK		Leaves rustling	30
			20
			10
		Threshold of normal hearing	0
			Silent

1 minute 110 dB

15 minutes 100 dB
30 minutes 97 dB

1 hour 94 dB

2 hours 91 dB

8 hours 85 dB

THE NOISE LEVELS SHOWN ARE APPROXIMATE AND SHOULD BE TAKEN AS A GUIDE ONLY

IMPORTANT

Pre-start checks, PPE, SOPs, SWMSs and JSAs help reduce the risk of injury.

WORKPLACE PROCEDURES

Your workplace should have a safety procedure for all employees to follow. If exposure to noise is a regular part of your job, then there will be a section about protecting your hearing. This might be in a SOP, SWMS or JSA.

The procedure will most likely tell you to wear hearing protection for any work that exposes you to loud noises. Hearing protection, such as earmuffs, will reduce the risk of damage to your hearing.

Common types of hearing protection:

- Ear buds
- Ear buds on a frame
- Earmuffs
- Earmuffs on a helmet

Different kinds of products provide different amounts of protection. This is measured in decibel attenuation, dB(A). For example, if you wear earmuffs that provide 25 dB(A), this means you can subtract 25 dB from the total noise level of the equipment you are using. On average, if you are working with a chainsaw, this will bring the noise level down to 75 dB(A). So you can use it for 8 hours without causing damage to your hearing.

WORKBOOK ACTIVITY

If you wear these earmuffs on a ride-on mower, what will the attenuated noise level be?

.....

SIGNS & MANUFACTURERS' INSTRUCTIONS

This is the international symbol for the mandatory use of ear protection. When you see this sign, you must wear hearing protection in that area.

If you are working in an unsigned area with noisy equipment, you will need to decide if you need protection. You will find information about the noise level either on a metal plate or sticker that is attached to the machinery or in the manufacturer's instruction manual.

WORKBOOK ACTIVITY

What are some other ways you could find out the information you need if it is missing?

REPORT & RECORD

If you haven't been trained, or if you do not feel confident in the use of equipment, you need to let your supervisor know. Also, if there is a problem with any equipment, you need to report it.

Problems that affect noise levels might include:

- Damaged, rusted out or missing mufflers
- Missing or damaged earmuffs

Some ways to report problems are:

- Talk to your supervisor
- Send an email
- Write it in the work diary or on the notice board
- Apply an out-of-service tag

8.2 VEHICLES & MACHINERY

In CLM and horticulture work you will use a range of vehicles and machinery that will present a number of hazards.

COMMONLY USED VEHICLES & MACHINERY

- Quad bike
- Tractor
- 4x4 vehicle
- Skid steer loader (bobcat)
- Ride-on mower
- Push mower
- Brushcutter
- Blower
- Chainsaw
- Trailer
- Boat

WORKBOOK ACTIVITY

Are there other kinds of vehicles and machinery that you use in your work?

.....

.....

.....

HAZARDS USING VEHICLES & MACHINERY

The use of vehicles and machinery is hazardous for the operator and for bystanders. You need to be aware of the hazards and reduce the risk of injury before beginning every job you do. The following list describes some of the main hazards present when working with vehicles and machinery.

- **Noise** can be a hazard with all types of machinery. We talked about this in the last section.
- **Stones and rocks** can flick up from some machinery such as brushcutters or mowers. These can injure the operator or bystanders by cutting and bruising or causing eye injuries.
- **Using equipment for too long** can cause fatigue and strain. Fatigue means feeling really tired and exhausted. It can cause the operator to lose concentration. Operating any vehicle or machinery when fatigued is extremely dangerous and can result in a serious accident. Strain is when your muscles get too tired to operate machinery. If you do not rest a strain, you can cause muscle injury or lose control of the equipment.
- **Rollovers, running over people and other vehicle accidents** can cause a person to be crushed. Crushing might cause serious cuts, broken bones, internal injuries, head injuries and even death. Quad bikes, 4x4 vehicles, ride-on mowers and tractors can all have rollovers or run over people.
- **Broken blades** on a brushcutter or mower. These can flick out and fly toward a bystander or the operator. This can cause lacerations to the body. A laceration is a serious cut.
- **Dust** can be a hazard when it is breathed in or when it blocks your vision. In dry conditions, machinery can blow up a lot of dust. If you breathe in dust it can damage your lungs. If you can't see where you are driving then you might have an accident.
- **Flammable fuel** is used to run vehicles and machinery. If lit, it can cause an explosion that might burn the operator or a bystander. It can also catch fire if exposed to a flame, spark or ember such as a cigarette butt.
- **Sharp edges** can cut a person. A chainsaw has a sharp chain and can cause serious lacerations to the operator if they are not trained and using the appropriate safety equipment.
- **Falling timber** can cause crushing injuries to the operator or bystander when felling trees or cutting timber.
- **Heavy items** can fall or be lifted incorrectly and cause crushing or strain injuries.
- **Some medication** can affect your ability to operate vehicles and machinery. You need to ask at the clinic if you will be okay to operate vehicles and machinery.

WORKPLACE PROCEDURES

Your workplace should have a safety procedure for all employees to follow. If using vehicles and machinery is a regular part of your job, then there will be sections that give you information about things you need to do to reduce the risk of injury caused by hazards. This might be in a Standard Operating Procedure (SOP), Safe Work Method Statement (SWMS) or Job Safety Analysis (JSA).

Your procedures will probably tell you:

- The training you need to do before you are allowed to use each type of vehicle and machinery
- The PPE you need to use
- The things to cover on a pre-start check

WORKBOOK ACTIVITY

What PPE do you need to do the following jobs?
You can refer to the list of PPE in *Section 6*.

Chainsaw and remove a fallen tree.

.....

.....

.....

Clear grass around the ranger station with a brushcutter.

.....

.....

Pick up rubbish from the sides of a track using a quad bike.

.....

.....

SIGNS & MANUFACTURERS' INSTRUCTIONS

Manufacturers provide documents called user guides, instruction manuals, safety manuals, etc. You get these when you buy the machinery. The topics in these documents include:

- The features and functions of the machinery
- How to operate it safely
- What to do if things aren't working (troubleshooting)
- How to look after the machinery (basic maintenance)

Make sure you follow any signage on the machinery, such as PPE that you need to wear.

When you are learning to use a new piece of machinery you should receive training and become familiar with the documents provided by the manufacturer.

WORKBOOK ACTIVITY

Look at some manuals for the vehicles and machinery you use in your workplace.

Use the information to fill in the table below.

TYPE OF MACHINERY	NOISE LEVEL (dB)	PPE REQUIRED

A chainsaw won't operate well if the filters are not cleaned.

REPORT & RECORD

Your workplace safety procedures will let you know what you need to report and record. Make sure that you are familiar with these documents.

It is important to tell your supervisor if you have not received training or if you are not confident in doing a task. You should also let them know of any problems with vehicles or machinery.

Problems can include:

- Routine maintenance is required
- Any faulty or broken parts

Accidents and incidents must always be reported. We talked about this in *Section 3*.

You might also need to record your travel and any fuel purchases in a log book.

PRACTICAL ACTIVITY

Use the following pre-start checklist to look at a chainsaw that you use at your workplace. Tick off or make a note of required maintenance for each item.

CHAINSAW PRE-START CHECKLIST – THINGS YOU MUST CHECK	☑
Conduct a visual inspection of complete machine including muffler for condition and/or leaks	
Check operation of interlocking safety throttle and on/off switch	
Check operation of chain brake and the front and rear hand guards	
Check chain lubricant	
Inspect saw chain for sharpness and check chain catcher is in place	
Check saw chain tension – the chain must not rotate on idle	
Check guide bar for wear or damage	
Check anti-vibration elements	

IMPORTANT

Pre-start checks, PPE, JSAs and SOPs help reduce the risk of injury

If any of the CHECKLIST items are unsatisfactory, what will you do?

PRACTICAL ACTIVITY

Make a pre-start checklist for a vehicle you use regularly in your work.

If your workplace already has a checklist, then you should use that one.

When you have finished making the list, use it to do a pre-start check on the vehicle. You can use this checklist before taking the vehicle on a field trip or patrol.

If you come across any problems with the vehicle you must report this to your supervisor.

TYPE OF VEHICLE:

Things you will check	☑
Tyre pressure and condition	

8.3 EQUIPMENT

The equipment you use, such as hand and power tools, will depend on the sort of jobs you need to do in your region. While all of the equipment you use will present hazards, some of the most common hazards are:

- Using the wrong equipment for the job
- Using broken equipment
- Using equipment without being trained
- Using equipment under the influence of medication, drugs or alcohol

If you avoid these mistakes you will reduce the chance of injury straight away. You also need to know about the hazards when using equipment properly.

The equipment you use in your work might include:

- Welders
- Power drills
- Grinders
- Power saws
- Shovels, mattocks
- Axes
- Crow bars, jimmy bars
- Generators
- Hand tools, such as pliers, bolt cutters, hammers, chisels

Using this equipment is always a hazard. Whenever there is a hazard, there is a risk of injury.

The potential injuries

- Eye injuries
- Amputation
- Lacerations
- Muscle strain
- Fatigue
- Electric shock
- Hearing damage

IMPORTANT

Check with the doctor to see if your medication will affect safety at work.

WORKBOOK ACTIVITY

Write in the hazard(s) and potential injuries for each type of equipment.
Also list the controls that can be applied to reduce the risk of injury.

EQUIPMENT	HAZARDS & INJURIES	CONTROLS
Welder 	Welding flash Burn Electric shock	Use welding mask Use welding gloves Before beginning a job check leads and equipment are in good working order and located safely
Power drill 	A broken drill bit flicking toward the operator or bystander Metal or wood shavings flicking into your eye	
Grinder 		
Shovel, mattock, axe 		
Portable generator 		
Hand tools 		

WORKBOOK ACTIVITY

Are there other types of equipment that you use in your work? If so, list them here and write down the hazards, potential injuries and suggested controls.

.....

.....

.....

.....

WORKPLACE PROCEDURES

Your workplace should have a safety procedure for all employees to follow. If using equipment is a regular part of your job, there will be sections that give you information about things you need to do to reduce the risk of injury caused by hazards. This might be in a Standard Operating Procedure (SOP), Safe Work Method Statement (SWMS) or Job Safety Analysis (JSA).

Your procedures will probably tell you:

- What training you need to do before you are allowed to use each type of equipment
- The PPE you need to use
- How to clean up the work area and maintain equipment after use

SIGNS & MANUFACTURERS' INSTRUCTIONS

All power equipment will come with manufacturer's instructions in the packaging. You should read these instructions before using the equipment for the first time. It is important you follow the directions given.

Usually, hand tools come with very little instruction. This is still important and you need to pay attention to this information. If you don't know how to use a tool safely then you need to ask your supervisor for some training.

REPORT & RECORD

If any equipment is broken, then you must not use it. You also need to do the following:

- *Tell your supervisor*
- *Write it in the work diary or on the notice board*
- *Apply an out-of-service tag*

PRACTICAL ACTIVITY

Inspect all of the tools and equipment in your workplace. Look for equipment with:

- Damage or serious wear
- Missing, worn or broken parts
- Rusty holes
- Splinters
- Frayed leads or cords

When you find this equipment, you will apply an out-of-service tag. Your trainer or supervisor will advise you of your workplace procedure for this.

HINT

Remember, a control can be something you do or something you wear.

8.4 HAZARDOUS SUBSTANCES

In both CLM and horticulture we use a range of hazardous substances.

This means that using them always presents hazards.

The sorts of substances you use might include:

- Herbicides
- Insecticides
- Baits, e.g. 1080
- Cleaning chemicals
- Fuels
- Fertilisers

WORKBOOK ACTIVITY

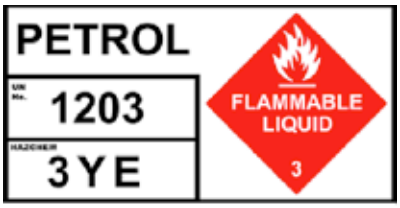
Write down the controls you can apply to avoid the injuries on the left. Look up any terms you don't know in the glossary.

POTENTIAL INJURIES	CONTROLS TO REDUCE RISK OF INJURY
Cause – Inhalation Sinus injury Respiratory problems Asphyxiation Acquired brain injury	
Cause – Ingestion Poisoning causing death Damage to digestive tract Cancer	
Cause – Skin contact Rashes Skin burns Cancer	
Cause – Eye contact Blindness	
Cause – Explosion Burns Tinnitus Hearing damage Death	

SIGNS & MANUFACTURERS' INSTRUCTIONS

HAZCHEM SIGNS

These signs let people know that there are hazardous substances in that area. They use a standard code to help emergency workers quickly recognise what is on site in case of a major spill or a fire. If you witness an incident and call for help you need to give the information from the hazchem sign.

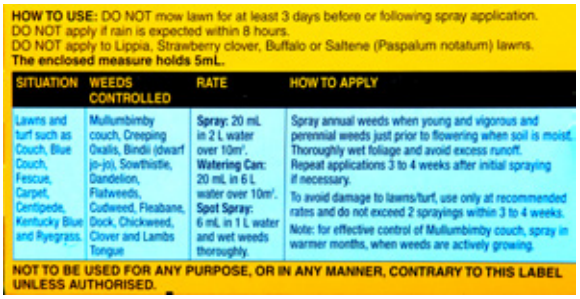


LABELS

All hazardous substances are labelled by the manufacturer. The labels give you information about using, mixing and storing the substances.

According to WHS laws you must follow the instructions on the labels. If you do not follow this information, you are breaking the law.

This is one of the reasons why you should never store chemicals in any other container; only use the original container with its label.

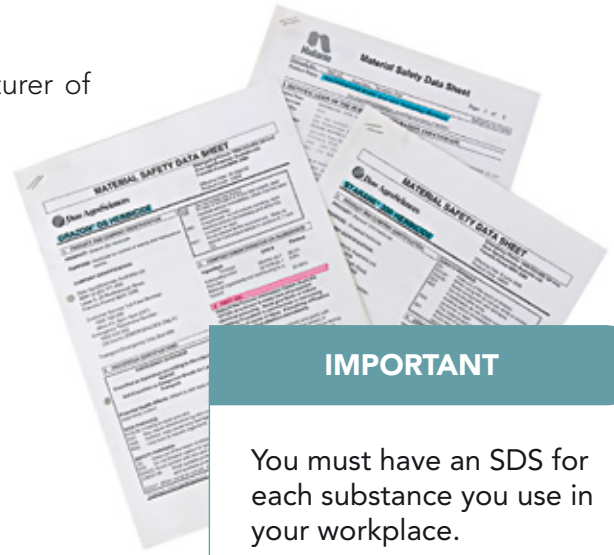


SAFETY DATA SHEET (SDS)

An SDS is a formal document written by the manufacturer of hazardous substances. It tells you about:

- The ingredients of the product
- The hazards when using it
- The appropriate first aid response in case of an accident
- Handling, transporting and storage
- Emergency contact numbers

You can always get an SDS from the manufacturer.



IMPORTANT

You must have an SDS for each substance you use in your workplace.

WORKPLACE PROCEDURES

Your workplace procedures will always require that you are trained in the use of hazardous substances.

A SOP for working with chemicals might look something like this one.

STANDARD OPERATING PROCEDURE

WORKING WITH CHEMICALS

POTENTIAL INJURIES

- Poisoning
- Irritation or burning to skin or eyes
- Loss of respiratory function
- Back, arm or shoulder strains
- Chemicals may also present a risk of fire or explosion

CONTROLS TO REDUCE RISK OF INJURY

- Read and retain the relevant Safety Data Sheet (SDS)
- Check that there are no leaks in containers and that spray equipment is operating correctly
- Wear appropriate PPE as advised on the SDS – note that the use of certain PPE may accelerate the onset of heat stress
- Rotate tasks to avoid prolonged periods of exposure and/or muscle strain
- Ask your supervisor to demonstrate how to use, carry and store chemicals correctly
- Maintain safe working distance to avoid splash or spray drift contamination
- Provide adequate washing facilities as directed by the SDS
- Keep storage containers closed when not in use
- Keep adequate supplies of water on hand for washing yourself
- Maintain and have ready a 'spill kit' in case of spills or leaks
- Do not lift any containers weighing more than 10 kg without assistance

DISCUSSION ACTIVITY

Find your workplace safety procedures for hazardous substances. Read through these and discuss as a group to ensure you understand what is required.

If you do not have any workplace procedures related to hazardous substances, you could work as a group to develop a SOP (like the one on the opposite page) for working with and storing unleaded fuel.

REPORT & RECORD

When spraying chemicals it is important you complete a spray record sheet. This will show:

- Where you sprayed
- What your target weed species were
- Weather conditions
- Type of chemical used and rates of use
- Total quantity of chemical used

You can learn more about this if you study the ALEP Guide *Apply chemicals under supervision*.

It is also important to keep an inventory of the hazardous substances in your workplace. Your inventory will need to be updated each time you use or buy the chemicals.

WHAT IS A SPILL KIT?

If you spill some of the substance, you need to soak it up. A spill kit has the things you will need:

- Waste bag
- Absorbent pads
- PPE – goggles, gloves and respirator
- Safety and disposal procedures

ACTIVITIES

Find an SDS for each hazardous substance you use at work. If you don't have these in your workplace you might need to search on the internet to find them. Make sure you get the most recent version from the manufacturer's web site.

With your team discuss the best place to store SDSs so they are available when you need them. This needs to be near, but not in, the chemical store. This means you will have the information in case of an emergency.

When you have stored each SDS appropriately, tick the column below.

PRODUCT NAME	SDS ☑


ROUNDUP 360 5L
NOT TO BE TAKEN
CAUTION
KEEP OUT OF REACH OF CHILDREN
READ SAFETY DIRECTIONS BEFORE OPENING OR USING
Roundup
Herbicide by Monsanto
ACTIVE CONSTITUENT: 360 g/L GLYPHOSATE present as the isopropylamine salt)
GROUP M HERBICIDE
Contents: 5 Litres
IMPORTANT: READ THE ATTACHED LEAFLET BEFORE USING THIS PRODUCT
Nufarm
CAUTION
KEEP OUT OF REACH OF CHILDREN
READ SAFETY DIRECTIONS
Yates
ZERO
WEEDKILLER
490g/L
SUPER CONCENTRATE
ACTIVE CONSTITUENT: 490 g/L GLYPHOSATE AS ISOPROPYLAMINE SALT
MAKES UP TO 250L OF SPRAY
KILLS WEEDS AND GRASSES, ROOTS AND ALL
Glyphosate Weedkiller
NON RESIDUAL
NON SELECTIVE
1L
COPPER OXYCHLORIDE
POISON
KEEP OUT OF REACH OF CHILDREN
READ SAFETY DIRECTIONS
Amgrow
DISEASE CONTROL
COPPER OXYCHLORIDE
FUNGICIDE
ACTIVE CONSTITUENT:
500 g/kg COPPER (Cu) present as COPPER OXYCHLORIDE
For the control of certain fungal diseases of fruit trees, vegetables and ornamentals in the home garden.
Net Contents 200g

IMPORTANT

You need to learn how to do manual handling jobs without causing injury to yourself or other people.

8.5 MANUAL HANDLING

Many CLM and horticulture jobs require you to shift, lift, push, pull, dig, chop and carry heavy and awkward objects. These movements are called manual handling. Manual handling is a hazard because whenever you do these jobs, there is a risk of injury to your muscles and bones (musculoskeletal disorders [MSD]).

WORKBOOK ACTIVITY

What are some jobs you do that require manual handling? e.g. loading jerry cans onto a vehicle.

.....

.....

.....

R1

For an example of safe lifting procedure, see *Resource R1*, page 50

DISCUSSION ACTIVITY

Discuss with the group the sort of injuries that can happen if manual handling is not done safely.

REPORT & RECORD

It is always important to report any incidents to your supervisor, however minor.

If, during the Manual Handling Risk Management Process, you think of new safer ways of doing a job, you should tell your supervisor about it.

PRACTICAL ACTIVITY

Practice using the safe lifting technique to move heavy items in your workplace. Use the procedure in the *Resources* section.

MANUAL HANDLING RISK MANAGEMENT

To safely manage manual handling jobs, you need to follow a four-step process. These are the things you need to think about before you start a manual handling task.

DISCUSSION ACTIVITY

Imagine you need to build a fence. You will need to dig, back fill, shift posts and equipment and maybe mix concrete to hold in the posts. With the group, read through and discuss the steps on the opposite page, thinking about the fencing job.

MANUAL HANDLING RISK MANAGEMENT

STEP 1 – IDENTIFY

What is the job, and is it hazardous?

Is the energy required • repetitive • sustained • high • sudden?	Is the posture required • sustained • awkward?	Is the movement repetitive?	Is there exposure to vibration?

STEP 2 – ASSESS

What is the risk of injury?	What is the cause of the risk?
• How long will the job take? • How long will you need to do hazardous movements? • How many times will you need to do the hazardous movements? • Does the job involve sudden bursts of energy? • Is there a chance of crushing or pinching?	• Work area design and layout • Procedures for doing the job • Size, number and weight of things being handled • Work environment

STEP 3 – CONTROL

What can be done to reduce the risk of injury?

- Do you really need to do the job?
- Can the cause of the risk be changed (see step 2)?
- Can you use equipment or machinery to help?
- What training will the workers need?

STEP 4 – REVIEW

When you have done the job, then think back and ask these questions.

- Did the controls work to reduce the risk?
- Is there something we could do better next time?
- Is there anything you need to report?
- If the work environment changes at all, will you still apply the same controls next time you do a similar job?


HERBICIDE ONLY
QUARANTINE
FUNGICIDE ONLY
FUNGICIDE ONLY
VALUE PACK
HERBICIDES ONLY
Confidor
PESTICIDES ONLY

ACTIVITIES

You and your team can create a chemicals inventory for your workplace. To begin you will work with your supervisor to identify the PPE you need. You must wear this during the activity.

Go to your chemical storage area and organise the chemical containers by type so you can easily see what is available.

Remember to use appropriate manual handling procedures to lift and move the containers.

Discuss what you will do if you notice any of these things.

- A container is damaged or leaking
- A label is missing
- A substance is past its expiry date

You need to work out the quantity of each chemical type that you have on site and record it in the table below.

Record the expiry date if there is one on the label.

When you have finished you must clean and store your PPE according to your workplace procedures.

RECORD OF HAZARDOUS SUBSTANCES ON SITE			
CHEMICAL NAME	SDS AVAILABLE (tick here) ☑	QUANTITY ON SITE (litres)	EXPIRY DATE (if applicable)

9 ASSESS, RATE & CONTROL RISK

Earlier in this book we talked about risk as being the chance of a hazard causing injury to a person or animal. To make sure the controls we apply will work, we actually need to **assess and rate the risk**. To do this, you need to estimate two things:

- **Likelihood** – How likely is it that an injury will happen?
- **Seriousness** – How serious will the injury be if it happens?

To manage a safe work environment you need to assess and rate the risk for each job you do.

WORKBOOK ACTIVITY

Follow these steps for each of the scenarios on page 42 to assess and rate the risks.

STEP 1

First you will need to assess the ***likelihood.***

1. Very likely
2. Likely
3. Unlikely
4. Very unlikely

STEP 2

Next you will need to assess the ***seriousness.***

1. Major
2. Serious
3. Minor
4. Insignificant

STEP 3

Then, using the risk rating table, ***rate the risk.***

1. Extreme
2. High
3. Medium
4. Low

RISK ASSESSMENT TABLE

LIKELIHOOD	SERIOUSNESS			
	MAJOR e.g. death/ disability	SERIOUS e.g. injury/ lost time	MINOR e.g. first aid injury	INSIGNIFICANT e.g. incident, but no injury
VERY LIKELY will almost certainly happen	Extreme	High	High	Medium
LIKELY will probably happen at some time	High	High	Medium	Medium
UNLIKELY could happen at some time	High	Medium	Medium	Low
VERY UNLIKELY might happen very rarely	Medium	Medium	Low	Low

SCENARIO 1

Xavier wants to use a chainsaw to remove some branches that are banging on the office window. He's worried the window will break. He has been trained to use the chainsaw. He is wearing his work uniform with steel-capped boots. It's hot and he thinks it's a quick job, so he doesn't put on his chaps or helmet and visor. Someone else used the chainsaw yesterday and it was okay so he doesn't worry about doing a pre-start check.

LIKELIHOOD .....

SERIOUSNESS .....

RISK RATING .....

SCENARIO 2

The women's group is planning a spraying job on some weeds around the garden fence. Nema has been to town and brought back some 20 litre containers of glyphosate as well as the quad bike, which was in town for repair. They are in the tray back. There is no one around to help her unload the gear. She has a hoist on the back of the vehicle and ramps for the quad bike but hasn't used them before.

LIKELIHOOD .....

SERIOUSNESS .....

RISK RATING .....

4

STEP 4

Decide if the job is safe to do or not.

Using the rating from Step 3, refer to the table below and write down the action for each scenario.

RISK RATING	ACTION
Extreme Risk	Do not proceed until risk can be reduced
High Risk	Do not proceed until risk can be reduced
Medium Risk	Reduce the risk and proceed
Low Risk	Reduce risk if possible and proceed

SCENARIO 1 .....

SCENARIO 2 .....

STEP 5

Whatever the risk rating, you should always think of ways you can reduce the risk by applying controls that will:

- Reduce the likelihood of an incident happening
- Reduce the seriousness if it does happen

What could you do in each of the scenarios above to reduce these two aspects of risk?

CONTROLS TO REDUCE LIKELIHOOD	CONTROLS TO REDUCE SERIOUSNESS
SCENARIO 1	
SCENARIO 2	

STANDARD OPERATING PROCEDURE (SOP)

A SOP is a workplace document you should always follow to show you are taking your duty of care seriously. Following your workplace SOPs is the first step you should always take to reduce risk.

For example, in *Scenario 1* the SOP for loading and unloading vehicles would say that you should always have two people when unloading a quad bike from a vehicle. Nema should not attempt to unload without another person. That might mean she has to wait until tomorrow.

In *Scenario 2*, the SOP for using chainsaws would say that all PPE must be worn at all times when operating the chainsaw. If it is too hot then Xavier should wait until it is cooler. It will also state that pre-start checks must always be done before using this machinery. This means that Xavier must do one, even if he thinks the saw is okay.

Some workplaces use a SWMS instead of a SOP. These documents do the same job. You should use whatever your workplace recommends.

JOB SAFETY ANALYSIS (JSA)

SOPs are general documents you should always refer to. But every time you do a job you also need to really think about all aspects of safety in that place at that time. You can never just rely on what you did last time because things might be different. For example, it might be hotter, wetter or windier, or there might be fewer workers in the team, etc. This is why we do a JSA for each job we do.

Your supervisor will complete the JSA based on the information the team contributes about:

- The tasks and hazards
- The site conditions on the day
- Appropriate controls to reduce risk

Your knowledge and experience are very valuable, so don't be shy.

TASKS & HAZARDS

When doing a JSA you need to think about the best order to do the tasks and the hazards present for each task. This means you can then start thinking about how to do each task more safely.

SCENARIO 3

A large tree has fallen over the road. It is blocking all traffic into and out of the public camping ground. Your supervisor has asked your team to remove the tree.

Here are the main tasks that need to be done. Some of the hazards are also listed.

STEP	TASK	HAZARDS
1	Get the vehicle ready	Dangers with fuel
2	Get the equipment and load the vehicle	Manual handling
3	Drive to the site	Track or road conditions
4	Prepare the site	Road traffic and other people
5	Cut up the tree	Chainsaw use
6	Clean up the site and load the vehicle	Manual handling
7	Drive back to base	Track or road conditions
8	Unload the vehicle and pack away equipment	Manual handling

DISCUSSION ACTIVITY

If you had to do a job like this, are there other tasks or hazards you might come across in your region?

SITE CONDITIONS

The conditions for the tasks will change all the time. So you need to think about how the conditions today will affect the hazards. Here are some questions you can ask to help you think about the conditions in the scenario with the tree on the road.

STEP	TASK	CONDITIONS THAT AFFECT THE TASK
1	Get the vehicle ready	Where is the fuel located? Is there any maintenance required? Where will you be travelling, and will you require extra equipment? What time of day is it? How far is it from your base?
2	Get the equipment and load the vehicle	Are the tools and equipment easily accessible and ready to use? How long will it take to get to the site and do the job? What are the weather conditions? Do you need to take anything extra with you? Are there any fires on the way? How many people will be with you? What is their experience?
3	Drive to the site	What are the road conditions – wet, sandy, rocky?
4	Prepare the site	How many people are around? Do they all speak a common language and understand what you are going to do? Is the site visible for road users, e.g. is it on a corner? What is the terrain – flat, hilly, overgrown, clear?
5	Cut up the tree	How big is the tree? Is the wood wet/green/dead? Are there any nests in the tree with wasps or birds? What species is it (as the sawdust might irritate your breathing)?
6	Clean up the site and load the vehicle	What is the terrain – flat, hilly, overgrown, clear?
7	Drive back to base	As per Step 3: Is it dark? How tired are you?
8	Unload the vehicle and pack away equipment	How long have you been working? Is it dark? How many people can help?

DISCUSSION ACTIVITY

What are some other controls you could apply in this scenario?

CONTROLS TO REDUCE RISK

What controls can you use to reduce the risks in these conditions? Examples: Take recovery gear for wet, off-road conditions in case you get bogged. Make sure there are at least two people if the job is a long way from base.

DISCUSSION ACTIVITY

Together with your supervisor, complete a JSA for each job your team will be doing in the next week. It is important you actively contribute to this planning. Use your workplace standard document or the template on the next page.

JOB SAFETY ANALYSIS

Organisation		
Job	Location	
Procedure developed by	Approved by	Date

Tick the box for the PPE required.

Task Steps in the job	**Hazards Identified** What could cause injury?	**Risk Score**	**Controls** What can be done to minimise the risk of injury?	**Final Risk Score**

10 CONTRIBUTE TO WHS

Safety is everyone's responsibility, so make sure you speak up with ideas or information that can reduce risks. There are a number of ways you can help to improve safety in your workplace.

TOOLBOX MEETINGS

These meetings are usually held daily. They provide the chance for the team to get together to:

- Review WHS relating to the previous day, e.g. note any faulty equipment or other hazards
- Plan the day's jobs and the WHS activities
- Review and change JSAs and SOPs as necessary
- Request new equipment or PPE

TALK TO YOUR SUPERVISOR

You don't need to wait for a toolbox meeting to let your supervisor know if you see a safety issue. You can talk to them at any time about your concerns. If your supervisor is not around you can leave a message on the notice board to remind you to talk about it later, or you can write it in the work diary.

WHS REPRESENTATIVE

Larger workplaces often have a worker who is the WHS representative. This means they have extra duties to help keep the workplace safe. They will often be able to talk to management about safety issues. If you have any safety questions or problems, then you can talk to them about these. There might also be feedback forms you can complete if you don't want them to know it was you who raised the concern.

WHS MEETINGS

These meetings are usually only held in larger workplaces. It is often the supervisors, managers and WHS representatives who go to these meetings. This is generally a more formal meeting with an agenda and minutes, etc. If you want a topic raised at the WHS meeting, you will need to talk to your supervisor or WHS representative and they can raise it for you.

WORKBOOK ACTIVITY

How do you raise safety ideas or issues in your workplace?
Write down some ways you can contribute to improving safety.

RESOURCES

R1 SAFE LIFTING PROCEDURE

Using a safe lifting procedure reduces the risk of injury to your back.

1. PLAN AHEAD

- Size up the object and test to see if it is possible to lift by yourself
- Clear a path and make sure there are no obstacles in your way

2. LIFT THE OBJECT

- Place your feet shoulder-width apart with your feet close to the object
- Bend your knees and tighten your stomach muscles
- Get a firm hold on the object and stand up slowly, keeping your back straight
- Let your legs do the lifting work
- Take short steps and do not twist

3. PUT THE OBJECT DOWN

- Keep the object close to your body
- Bend your knees and keep your back straight
- Let your legs do the work
- Put the object firmly in place before letting go

GLOSSARY

Act	An Act is a law made by parliament.
Asphyxiation	A person suffers asphyxiation when they cannot breathe.
Compliance codes or Codes of Practice	These documents provide practical guidance to people who have duties or obligations under an Act. They provide easy-to-understand information on how to uphold the law.
Employee	A person who is paid to work for an employer.
Employer	A person or workplace that employs people.
Ingestion	Ingestion means to swallow something, and it goes into the stomach.
Inhalation	Inhalation means to breathe something into your lungs.
Mandatory	You must do things that are mandatory because they are required by law.
Regulation	Regulations are laws formed under an Act. Regulations give more detail than the Act about the obligations of the duty holder. In the case of WHS, the duty holder is the person who has the duty of care. This is both the employee and the employer.
Respiratory	The word respiratory refers to anything that is to do with breathing. 'Respiratory problems' means problems with your breathing.
Standards	Standards are documents that describe ways to make sure things people sell, services they provide, and systems are safe. Standards are voluntary unless they have been made law. Then they are mandatory.
Tinnitus	Tinnitus is a health condition where a person hears a ringing sound in their ears. It is often caused by too much exposure to noise.
Voluntary	You can do things that are voluntary if you want to, but you don't have to do them.
Add other words and meanings you have learnt	

REFERENCES

Andreas Stihl AG and Co. KG. (2012). *Chain saw safety manual.* Waiblingen, Germany: Author.
Retrieved from www.stihl.com.au/stihl-safety-brochures.aspx

Department of Industry. (2014). *Workplace English language and literacy: Conservation and land management.* West Perth, WA: WestOne Services.

Safe Work Australia. (2011). *Hazardous manual tasks code of practice.* Canberra, ACT: Author.
Retrieved from www.safeworkaustralia.gov.au/sites/swa/about/publications/Documents/640/COP_Hazardous_Manual_Tasks.pdf

Trees For Life Incorporated. (2012). *TFL staff and volunteer hazard management booklet.* Brooklyn Park, SA: Author.
Retrieved from www.treesforlife.org.au

WORKSAFE WEBSITES

National	www.safeworkaustralia.gov.au
Western Australia	www.worksafe.wa.gov.au
Victoria	www.worksafe.vic.gov.au
Northern Territory	www.worksafe.nt.gov.au
Tasmania	www.worksafe.tas.gov.au
Queensland	www.worksafe.qld.gov.au
New South Wales	www.workcover.nsw.gov.au
South Australia	www.safework.sa.gov.au

Published and distributed by
Greening Australia
1 Underwood Avenue
Shenton Park
Western Australia 6008
T: 08 9287 8300
E: per.general@greeningaustralia.org.au
W: www.greeningaustralia.org.au

ISBN: 978-0-9942059-0-2

Project Manager: Mike Clark

Authors and instructional designers: Catherine Ralston and Volker Mischker

Aboriginal advisors: Irene Jimbidie and Wayne Barbour

Technical advisors: Volker Mischker, James Gorrie and Wayne Barbour

Artwork photography: TASWA Training Consultants and Greening Australia unless otherwise stated

Editing: Madelaine Dickie

Proof: Ruth Davies (centrEditing)

Graphic design: Square Peg Design

ALEP

Aboriginal Landcare Education Program

PARTICIPATE IN WHS PROCESSES

This learning guide introduces the basic concepts of safety in the workplace.

You will learn how to recognise hazards, assess risk and work to reduce the risk of injury.

Topics include:

- WHAT IS WHS?
- WHS LEGISLATION
- ACCIDENTS, INCIDENTS & EMERGENCIES
- HAZARDS, INJURIES & RISK
- SIGNS
- PERSONAL PROTECTIVE EQUIPMENT (PPE)
- SAFETY EQUIPMENT & INFORMATION
- COMMON HAZARDS IN CONSERVATION LAND MANAGEMENT AND HORTICULTURE
- ASSESS, RATE & CONTROL RISK
- CONTRIBUTE TO WHS

ISBN 978-0-9942059-0-2 (2015)

For further information contact Greening Australia on

T: 08 9287 8300 E: per.general@greeningaustralia.org.au W: www.greeningaustralia.org.au

bhpbilliton resourcing the future

Greening Australia