

# Emergency Management Plan

## Mary Queen of Heaven Catholic Primary

### School, Greenvale

#### BUSHFIRE STATUS

Fire district: CENTRAL

This site **IS NOT** listed on the bushfire at-risk register.

Signature of School Principal



<b>Principal</b>	<b>Renae Gentile</b>
<b>After Hours Emergency Contact</b>	<b>Renae Gentile 0416022216</b>
<b>Is the school on the Bushfire At-Risk Register (BARR)?</b>	<b>No</b>
<b>Bureau of Meteorology District</b>	<b>Central</b>
	Go to <a href="http://www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district/">http://www.cfa.vic.gov.au/warnings-restrictions/find-your-fire-district/</a> to find out your BoM district.
<b>Diocese/Region</b>	<b>Archdiocese of Melbourne Northern Region</b>
<b>Designated Neighbourhood Safer Place</b>	<b>No</b>
<b>Issue Date</b>	<b>26 April 2022</b>
<b>Last Review Date</b>	<b>15 November 2022</b>
<b>Next Review Date</b> (EMP's must be reviewed at least annually and immediately after any significant incident <sup>1</sup> )	<b>15 August 2023</b>

This is a [VRQA requirement](#) for registered schools.

## i. Revision History

Version Number	Date	Reason for Version
1.1	21 March 2011	Factors to consider when identifying evacuation points outside of the school grounds added to component 7
1.2	23 September 2013	Review of previous version to align with Department of Education and Early Childhood Development (DEECD) Emergency Management Plan.
1.3	13 February 2015	Review of previous version to align with Department of Education and Early Childhood Development (DEECD) Emergency Management Plan
1.4	6 May 2016	Add Bushfire Status table to EMP page.
1.5	10 October 2017	Minor change to front page. Add E number to school's profile page Section on EMP Purpose and Scope Add item, Bulk Messaging System Operator (i.e. SMS) to Emergency contact information – School Personnel table Add more information on Emergency Response Procedure Add more information on Response for Specific Emergencies Upgrade Risk Assessment form P: 12
1.6	23 April 2021	Minor changes - Includes information on response to grassfires. Fire services and communication system checklists Pandemic/Influenza procedures Changes to Emergency Exercise Drill Schedule. Reference to CEM changed to MACS. Add Emergency Exercise and Drill Schedule - See Section 16. Change reference to Catholic Education Office (CEO) to Governing Entity.

This plan is to be reviewed annually and immediately after any significant incident to reflect any changes that may have taken place, such as changes to site facilities and personnel normally on site. Whenever this EMP is updated a copy must be distributed to all parties listed. See **Section iv Distribution List**.

## ii. Purpose

The purpose of this Emergency Management Plan (EMP) is to provide details of how Mary Queen of Heaven Catholic Primary School (Mary Queen of Heaven) will prepare for and

respond to emergency situations.

This plan sets out an emergency management structure and actions for dealing with emergency incidents during normal business hours up until the arrival of Emergency Services. Out of hours, any occupants should notify those nearby, contact the emergency services and evacuate or lockdown as required.

### iii. Scope

This EMP applies to all staff, students, visitors, contractors and volunteers at Mary Queen of Heaven.

### iv. Distribution List

The list should include every agency and/or staff person who has been given a copy of this plan. It is important to keep this list up-to-date and to distribute new copies of the plan to every recipient whenever it is updated or amended.

Date	Title/ Organisation	Name	Address	Email
26/4/2022	Mary Queen of Heaven	Renae Gentile	75 French Road, Greenvale	rgentile@mqhgreenvale.catholic.edu.au
26/4/2022	MACS	Harry Allard	228 Victoria Parade, East Melbourne	hallard@macs.vic.edu.au
26/4/2022	MACS	MACS	228 Victoria Parade, East Melbourne	emergencymanagement@macs.vic.edu.au

To ensure adherence to the provisions of the *Information Privacy Act 2000*, please remove any information of a private nature before distributing copies of your EMP to organisations or individuals outside your school.



**This plan should be completed with reference to the Catholic Schools Emergency Management Manual. In particular, Section 9 of the manual covers creating your EMP and details each component listed below.**

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## 1. In Case of Emergency

### Incident occurs

#### CALL

**000**

#### CONTACT

As soon as it is appropriate, contact the Governing Entity's Emergency Management Officer (EMO): Refer to [Emergency Management](#) on CEVN ([cevn.cecv.catholic.edu.au](http://cevn.cecv.catholic.edu.au)) for current phone numbers.

### Advise

#### WHO

- The number and name/s of persons involved
- Name of the person reporting the emergency

#### WHAT

- The nature of the emergency

#### WHEN

- The time you became aware of the emergency

#### WHERE

- The location of the emergency and contact phone numbers if the emergency is away from the school.

### Report

- Following resolution of the emergency, complete a copy of the Emergency Management Accident/Incident Report (available on CEVN on the Emergency Management page, [https://cevn.cecv.catholic.edu.au/Melb/Document-File/School-Improvement/Emergency-Management/accident\\_reptv2.dot](https://cevn.cecv.catholic.edu.au/Melb/Document-File/School-Improvement/Emergency-Management/accident_reptv2.dot) ) and forward it to your Governing Entity's EMO.

The school **must** report the following incidents to WorkSafe (Ph: 132 360 or <https://cevn.cecv.catholic.edu.au/Melb/Staffing-IR/Incident-Form#required-respondents>), and to the relevant Governing Entity:

- Fatalities
- Hospitalisation: Injuries requiring immediate treatment as an inpatient in a hospital.
- Medical treatment for fractures, broken bones, serious lacerations,



- serious head and eye injuries, amputations, degloving, scalping, electric shock, loss of bodily functions, etc.
- Chemical exposure: if a person requires medical treatment within 48 hours of exposure to a chemical.
  - Incidents or near misses where a person in the immediate vicinity is exposed to an immediate risk from the collapse of a building or an excavation, explosion, fire, the spillage of dangerous goods or the fall from a height of any plant or equipment, etc.
- Minor incidents do NOT need to be reported to WorkSafe. If in doubt, phone WorkSafe immediately on 132 360 to clarify whether the incident should be reported.

Skoolbag & Text Message service

Note: whenever students are to be taken off-site for an excursion or camp, an appropriate Emergency Management Plan suitable for the activity needs to be part of the Planning Documentation and its Risk Assessments (see pp. 56–71 of the CECV Catholic Schools Emergency Management Manual).

## 2. Emergency Numbers & Key Contacts



Display a copy next to your telephone or prominently on the wall nearby

Group	Phone Number
Police	000
Local (Broadmeadows) Police	03 9302 8222
Fire Services Authority	000
MFB / CFA	000
Ambulance	000

Group	Phone Number
State Emergency Service	132 500
Hospital(s)	<b>8345 1333</b>
Gas (check for local number)	<b>TBA</b>
Electricity (check for local number)	AGL-131245
Water Corporation (check for local number)	<b>TBA</b>
Department of Health & Human Services (Regional Office)	<b>1300 664 977</b>
Department of Health & Human Services – Child Protection (Regional Office)	<b>1300 664 977</b>
Local Government	<b>9205 2200</b>
Environment Protection Authority (EPA)	(03) 9695 2722
WorkSafe Victoria	13 23 60

Group	Phone Number
Governing Entity (MACS)	9267 0228
Governing Entity's Emergency Management Officer	<b>Harry Allard: 0439 642 881</b>
Regional General Manager	John Mills 0400 801 284 / 8387 3200
Student Support Services	Bernadette Cronin 0497164214 / 9267 0240
Media Coordinator	Scott Creswell 0433 099 044 / 9267 0301
CECV Industrial Relations / OHS Officer.	Alicia Tuohey 9267 0509



## 2.1 Emergency Contact Information – School Personnel (as appropriate)

Role	Name	Phone No. (Daytime)	Phone No. (Mobile)	Phone No. (After Hours)
Principal	Renae Gentile	0416022216	0416022216	0416022216
Deputy Principal	Daniela DeLuca	0421230140	0421230140	0421230140
Office Administration	Teresa Mattei	0403136474	0403136474	0403136474
School Psychologist	Maria Sulaiman	0401426983	0401426983	0401426983
Year 6	Jessica Maitland Smith	0488728180	0488728180	0488728180
Year 5	TBA			
Year 4	TBA			
Year 3	TBA			
Year 2	Leanne Cribbin	0491301632	0491301632	0491301632
Year 1	TBA			
Year Prep	Pauline Boyle	0417531824	0417531824	0417531824
Year Prep	Alysha McLean	0458622225	0458622225	0458622225
Year Prep	Eleanor Ryan	0416781968	0416781968	0416781968
Parish Priest	Fr Dishan Candappa	0449 971 104	0449 971 104	0449 971 104
OHS Officer	TBA			
School Advisory Council President	TBA			
Out of School Hours After Care	BIG Childcare Michelle Calderone	0407072427	0407072427	0407072427
Business Manager	Lauren Pereira	0429279703	0429279703	0429279703
Bulk Messaging System Operator (i.e.SMS)				

Parent Contact information is held by Office Administration and is accessible in the event that evacuation is necessary or computer access is not available.

### 3. School Profile



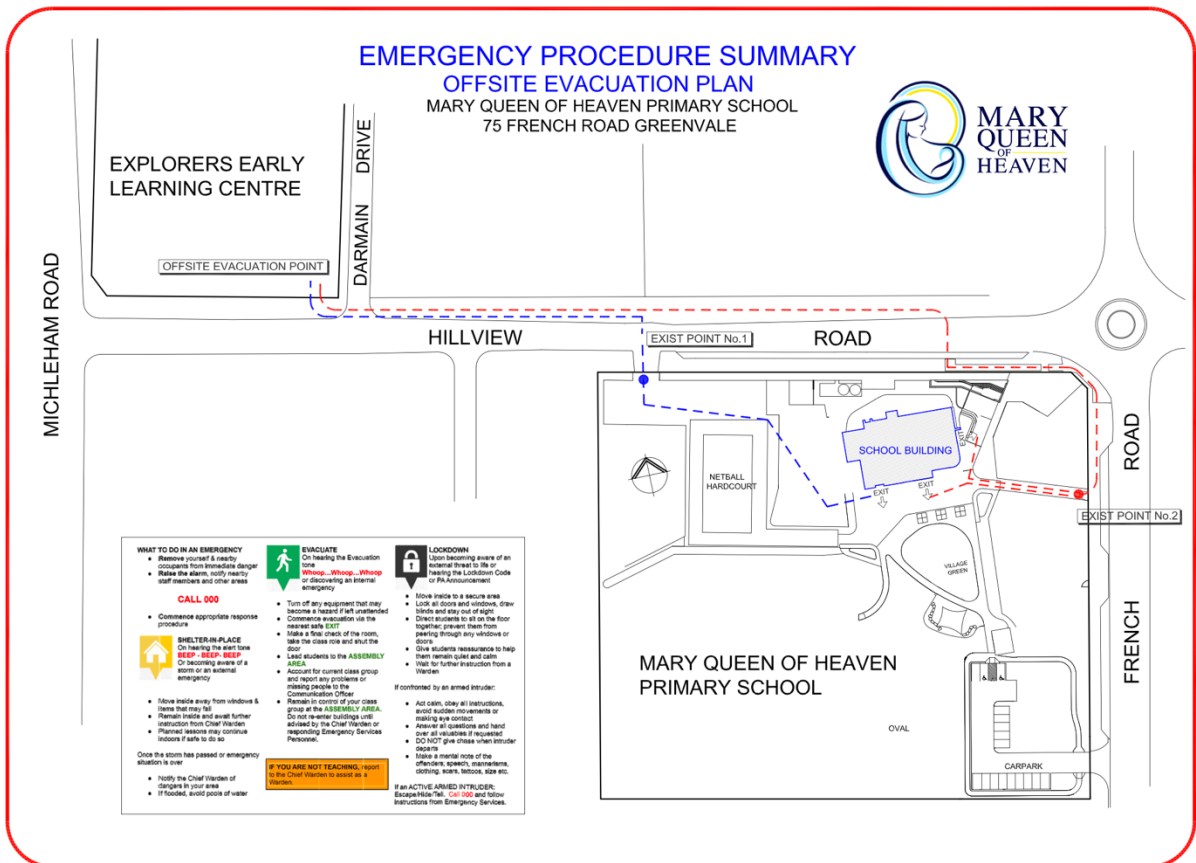
Complete this profile to reflect your school's profile.

Mary Queen of Heaven is comprised of a two story building which is located on a corner site bordered by French Road and Hillview Road, Greenvale. The school is surrounded by residential property, with one undeveloped section comprising of grassland. The school is category 4 on the Bushfire at Risk Register (BARR) as there is a minimal amount of grass land surrounding the property.

Mary Queen of Heaven's designated primary Evacuation Assembly Area is the school Oval (as illustrated below). Depending on weather conditions, location, nature and severity of the emergency situation, the Chief Warden has the authority to decide upon an alternative and more appropriate Evacuation Assembly Area, should the primary area be unsuitable. Throughout the Emergency Planning and Training process other potential onsite Evacuation Assembly Areas have been considered, discussed with staff and are illustrated.

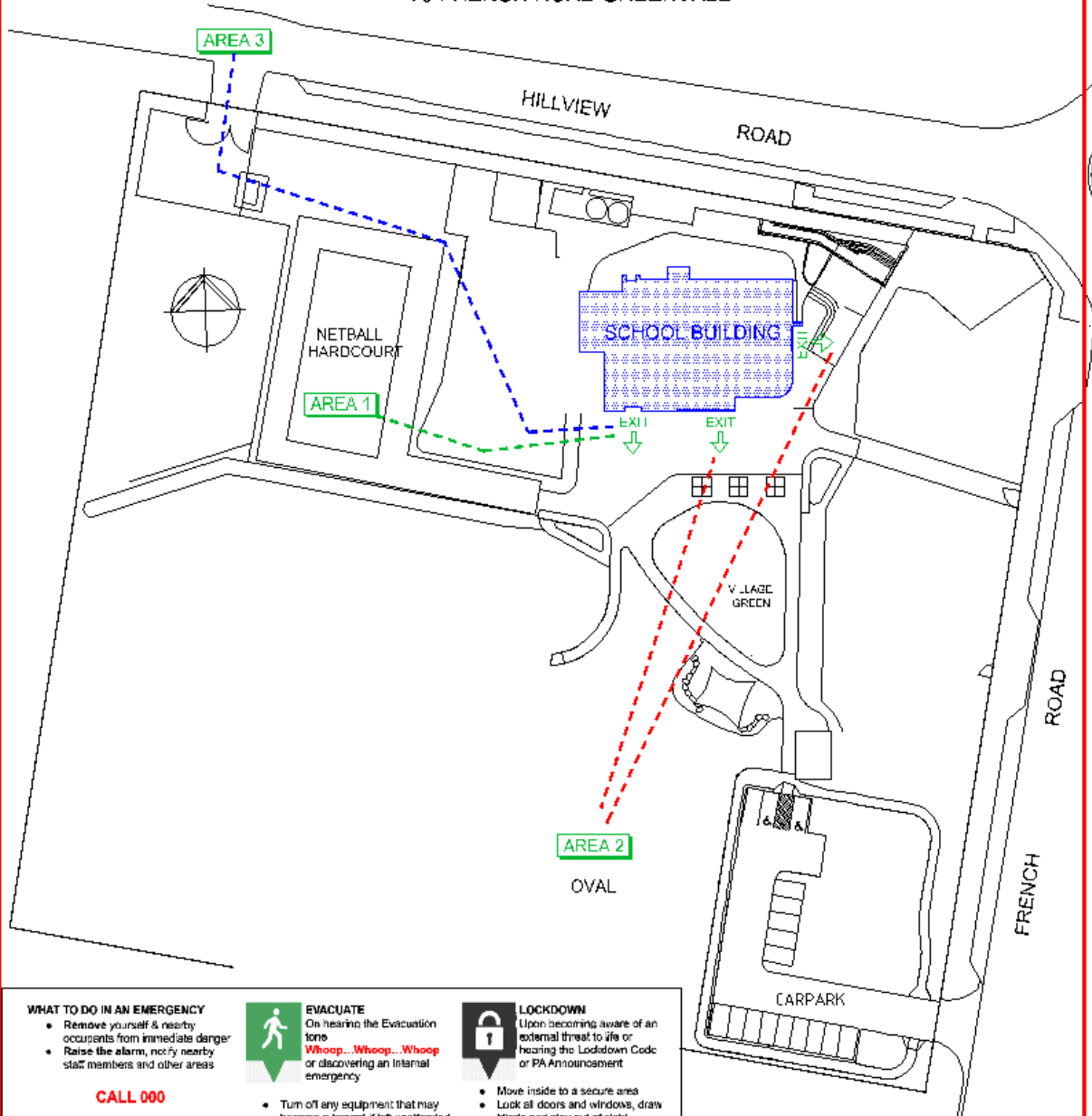
In 2023, there will predominantly be students in the junior year levels so their age and capability will need consideration in determining the appropriateness of an Evacuation Assembly Area if the primary area is not considered suitable. Additionally, students and staff with disabilities will be considered in any evacuation plan.

The off-site evacuation site is the car park of Explorers Early Learning located at 990 Mickleham Road, Greenvale. The distance from Mary Queen of Heaven is approximately 700m. Students could be sheltered indoors if necessary.



## EMERGENCY PROCEDURE SUMMARY

MARY QUEEN OF HEAVEN PRIMARY SCHOOL  
75 FRENCH ROAD GREENVALE



### WHAT TO DO IN AN EMERGENCY

- Remove yourself & nearby occupants from immediate danger
- Raise the alarm, notify nearby staff members and other areas

#### CALL 000

- Commence appropriate response procedure



#### SHELTER-IN-PLACE

On hearing the alert tone  
**BEEP-BEEP-BEEP**  
Or becoming aware of a storm or an external emergency

- Move inside away from windows & items that may fall
- Remain inside and await further instruction from Chief Warden
- Planned lessons may continue indoors if safe to do so

Once the storm has passed or emergency situation is over

- Notify the Chief Warden of dangers in your area
- If flooded, avoid pools of water



### EVACUATE

On hearing the Evacuation tone  
**Whoop...Whoop...Whoop**  
or discovering an Internal emergency

- Turn off any equipment that may become a hazard if left unattended
- Commence evacuation via the nearest safe EXIT
- Make a final check of the room, take the class role and shut the door
- Lead students to the **ASSEMBLY AREA**
- Account for current class group and report any problems or missing people to the Communication Officer
- Remain in control of your class group at the **ASSEMBLY AREA**. Do not re-enter buildings until advised by the Chief Warden or responding Emergency Services Personnel

**IF YOU ARE NOT TEACHING**, report to the Chief Warden to assist as a Warden.



### LOCKDOWN

Upon becoming aware of an external threat to life or hearing the Lockdown Code or PA Announcement

- Move inside to a secure area
- Lock all doors and windows, draw blinds and stay out of sight
- Direct students to sit on the floor together, prevent them from peering through any windows or doors
- Give students reassurance to help them remain quiet and calm
- Wait for further instruction from a Warden

If confronted by an armed intruder:

- Act calm, obey all instructions, avoid sudden movements or making eye contact
- Answer all questions and hand over all valuables if requested
- DO NOT give chase when intruder departs
- Make a mental note of the offenders; speech, mannerisms, clothing, scars, tattoos, size etc.

If an **ACTIVE ARMED INTRUDER**:  
Escape/Hide/Tell. **Call 000** and follow instructions from Emergency Services.



**MARY  
QUEEN  
OF  
HEAVEN**  
GREENVALE

## SCHOOL PROFILE SUMMARY

Name of School: Mary Queen of Heaven

School address: **75 French Rd Greenvale**

Specify grades: *Prep to 6*

Hours of Operation:  
**8:30am-4:00pm**  
School E No: 1421

## Numbers (as required)

Students: **104**

Staff: **17**

Floors: **2**

Portables: **Nil**

Children with disabilities: **2**  
Staff with disabilities: **Nil**  
Classrooms: **8**

## Other details

## BUILDING INFORMATION

### Alarms

Type	Location	Shutoff Instructions
Fire	<b>Nil</b>	<b>Nil</b>
Intrusion	<b>TBA</b>	<b>List and explain alarm points</b>
Other	<b>Nil</b>	<b>Nil</b>

### Telephones

Type	Location
<b>TBA</b>	

## UTILITIES

Type	Location	Shut off Service Provider Instructions
Gas / Propane	<b>Nil</b>	<b>Nil</b>
Water	<b>Mains at Hillview Rd</b>	<b>Hillview Rd</b>
Electricity	<b>Mains at Hillview Rd</b>	<b>Hillview Rd</b>

### Sprinkler System

Control Valve Location	<b>Nil</b>
Shutoff Instructions	<b>Nil</b>

### Boiler Room

Location		Nil
Access		Nil
<b>Roof Access</b>		
Location		Balcony Area West of building
Access		Balcony Area West of building
<b>Emergency Power System</b>		
Type		Nil
Location		Nil
Provide Power To		Nil
Shutoff Instructions		Nil
<b>On Site Hazards</b>		
<b>Description</b>		<b>Location</b>
e.g. Science Lab		Nil
e.g. gas bottles		Nil
e.g. MSDSs, Hazardous Substances/Dangerous Goods manifest		Nil

### Fire Services Checklist

This Plan has been designed to take into account the following installed fire and building protection features of the site. These include fixed and portable equipment.

All staff on site will always take life safety as priority over property protection.

Item		Comments (shut off, Location)
<input checked="" type="checkbox"/>	Fire detection and alarm system	Smoke alarms fitted
<input type="checkbox"/>	Fire indicator panel	Nil
<input type="checkbox"/>	Automatic fire sprinkler system	Nil
<input type="checkbox"/>	Fire suppression trigger	Nil
<input type="checkbox"/>	Fire pump sets	Nil
<input checked="" type="checkbox"/>	Fire hydrant system	East side near walkway & Hillview Rd, north of building
<input type="checkbox"/>	Water storage tanks for fire protection system	Nil
<input type="checkbox"/>	Fire and smoke control features of mechanical services	Nil
<input checked="" type="checkbox"/>	Passive fire and smoke system	All exit points have clear exit lighting
<input type="checkbox"/>	Delivery lay flat fire hose reel	Nil
<input checked="" type="checkbox"/>	Fire hose reels	Ground and first floor
<input checked="" type="checkbox"/>	Portable and wheeled fire extinguishers	Ground floor and first floor
<input checked="" type="checkbox"/>	Smoke doors	Under stairwell
<input type="checkbox"/>	Fire isolated stairwells	Nil

<input type="checkbox"/>	Fire approved lifts	Nil
<input type="checkbox"/>	Sprinkler stop valve	Nil
<input type="checkbox"/>	Fire blankets	Nil

## Communication Systems and Equipment Checklist

This plan has been designed to take into account the following installed communication systems and equipment features on this site. The following is list identifies their existence and operation readiness in the school.

Item		Comments (Location/Last service)
<input type="checkbox"/>	Manual call point break glass alarms	Nil
<input checked="" type="checkbox"/>	Emergency Warning Systems (EWS)	Reception
<input checked="" type="checkbox"/>	Emergency Warning and Intercommunication Systems (EWIS)	Reception
<input type="checkbox"/>	Warden Intercom points (WIP)	
<input checked="" type="checkbox"/>	Public Address System (PA)	Reception
<input checked="" type="checkbox"/>	Evacuation Tone	Reception
<input checked="" type="checkbox"/>	Loudhailers	Reception
<input type="checkbox"/>	Portable Radios	Nil
<input checked="" type="checkbox"/>	Mobile Phones	Reception
<input checked="" type="checkbox"/>	Fixed and Portable Phones with internal system	Reception
<input type="checkbox"/>	Duress Alarms	Nil
<input type="checkbox"/>		



## 4. Risk Assessment Matrix

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

Complete the risk assessment template and refer to the Schools Catholic Schools Emergency Management Manual for further guidance and an example risk assessment.

### Consequence Definition

DESCRIPTOR	DEFINITION
Insignificant	No injury
Minor	Injury/ill health requiring first aid
Moderate	Injury/ill health requiring medical attention
Major	Injury/ill health requiring hospital admission
Severe	Fatality

### Likelihood Definitions

DESCRIPTOR	DEFINITION
Rare	The event may occur only in exceptional circumstances
Unlikely	The event may occur at some time, say once in 10 years
Possible	The event should occur at some time, say once in 3 years
Likely	The event will probably occur in most circumstances, say once a year
Almost Certain	The event is expected to occur in most circumstances

## Risk Assessment Matrix (complete)

Identify Potential Threats/Hazards List the hazards that could cause injury/incident	Description of Risk	Risk Control Measures List the control measures required to eliminate or minimise the risk	Risk Rating (Consequences A, B, C)			Treatments to be Implemented Measures to be taken by our school to eliminate or reduce impact of the risk	Revised Risk Rating After Implementing Treatment (Consequences A, B, C)		
			A Consequence	B Likelihood	C Risk Level		A Consequence	B Likelihood	C Risk Level
Fire	Low	EMP, regular monitor equipment, Essential Safety Measures plan	Med	Med	High	EMP, regular monitor equipment, regular school maintenance	Low	Low	High
Bushfire	Low	EMP, regular monitor equipment, monitoring of BOM weather, Essential Safety Measures plan	High	Med	Low	EMP, regular monitor equipment, monitoring of BOM weather, regular school maintenance, EM warnings from EMV website	Low	Low	Low
Grassfire	Low	EMP, regular monitor equipment, monitoring of BOM weather, Essential Safety Measures plan	Med	Med	Med	EMP, regular monitor equipment, monitoring of BOM weather, regular school maintenance, EM warnings from EMV website	Low	Low	Low
Severe weather, storms and flooding	Low	EMP, monitoring of BOM weather	Med	Med	Med	EMP, monitoring of BOM weather, EM warnings from EMV website	Low	Low	Low
Intruders/personal threat	Low	EMP	Med	Med	Med	EMP	Low	Low	Low
Earthquake	Low	EMP	Low	Low	Low	EMP	Low	Low	Low
Bomb Threat	Low	EMP	Low	Low	Low	EMP	Low	Low	Low

Identify Potential Threats/Hazards <small>List the hazards that could cause injury/incident</small>	Description of Risk	Risk Control Measures <small>List the control measures required to eliminate or minimise the risk</small>	Risk Rating <small>(Consequences A, B, C)</small>			Treatments to be Implemented <small>Measures to be taken by our school to eliminate or reduce impact of the risk</small>	Revised Risk Rating After Implementing Treatment <small>(Consequences A, B, C)</small>		
			A <small>Consequence</small>	B <small>Likelihood</small>	C <small>Risk Level</small>		A <small>Consequence</small>	B <small>Likelihood</small>	C <small>Risk Level</small>
School Bus accident/Vehicle Incident	Low	EMP	High	Med	Med	EMP	Low	Low	Low
Pandemics and communicable diseases	Low	EMP, Safety Plans (COVID)	High	Med	Med	EMP, Safety Plans (COVID)	Low	Low	Low
Major medical emergency	Medium	EMP, First Aid protocols and procedures	High	Med	Med	EMP, First Aid protocols and procedures	Low	Low	Low
Hazardous substance release: inside and outside facility grounds	Low	EMP, Essential Safety Measures plan	High	Med	Low	EMP	Low	Low	Low
Off-site emergencies	Low	EMP	High	Med	Med	EMP	Med	Med	Low
Missing Student/s	Low	EMP	Med	Med	Med	EMP	Low	Low	Low

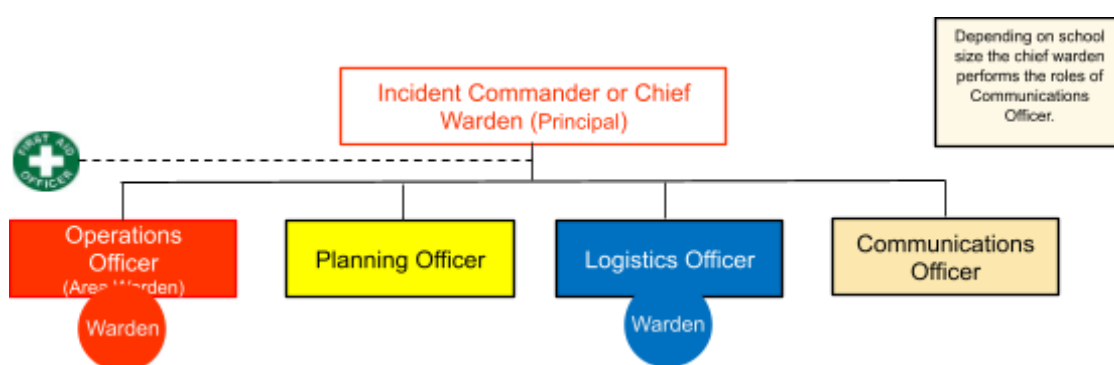
## 5. Incident Management Team



Every Incident Management Team (IMT) needs a clearly designated Incident Controller, with (if possible) delegates assigned to each area of responsibility. The areas of responsibility include: operations, planning, logistics and communications.

The focus of the IMT is to clarify roles and responsibilities for the sake of safety.

Your IMT must suit your school and staffing resources.



**Operations Officer** is responsible for student care and ensuring adherence to school protocols and procedures.

**Planning Officer** collects and evaluates information relating to the development of the incident and the status of resources, and ensures a record (log) of the emergency, which includes the timing of events and reasoning for any decisions made. Refer to Appendix B for event log templates that may be used to record this information.

**Logistics Officer** is responsible for securing materials, resources, services, and additional staff. The Logistics Officer is also responsible for the school's Emergency Kit, including regularly reviewing its contents and ensuring they are complete and in good working order.

**Communications Officer** is responsible for all internal and external communications regarding the incident. Media management support is available from your Governing Entity.

**First Aid** In your EMP list the educators/staff at your school who have current first aid qualifications and can be called upon should their assistance be required.

Please note that first aid training and assessment of competency needs to be undertaken by appropriately accredited persons prior to first aid staff carrying out responsibilities of the role.

When assessing risks, Mary Queen of Heaven will consider:

- Demographic factors – age and number of students, number of staff, cultural factors, disability/health factors
- Geographic factors – roads into/and away from school, access to public transport, distance to student homes, distance from school to other community schools
- Specific risk factors – natural emergency risks (eg. Severe storms, bushfires, floods), other risks identified for the school.

## 6. IMT Members and Tasks



Complete the following table to reflect the roles and responsibilities allocated at your school.

IMT Member	Tasks	Name of staff member and contact details	Name of delegate staff member and contact details
<b>Incident Controller</b>	In charge of overall management of emergency situation	<b>Renae Gentile</b> 0416 022 216	<b>Dani De Luca</b> <b>0421230140</b>
<b>Communications Officer</b>	All media/outside information management/ (media management support is available from your Governing Entity)	<b>Scott Cresswell (MACS)</b> 0433 099 044 9267 0301	[Insert name, after hours number and mobile phone number]
<b>Operations Officer</b>	Student care/ensuring adherence to school protocols, procedures	<b>TBA</b>	[Insert name, after hours number and mobile phone number]
<b>Logistics Officer</b>	Responsible for securing materials, resources, services, additional staff	<b>TBA</b>	[Insert name, after hours number and mobile phone number]
<b>Planning Officer</b>	Collects and evaluates information related to development of incident/status of resources/ensures a record (log) is kept of any emergency that occurs, including the timing of events and reasoning for any decisions made.	<b>TBA</b>	[Insert name, after hours number and mobile phone number]
<b>First Aid Officer</b>	Responsible for all First Aid needs in case of emergency.	<b>Teresa Mattei</b> <b>0403136474</b>	<b>Renae Gentile</b> 0416 022 216

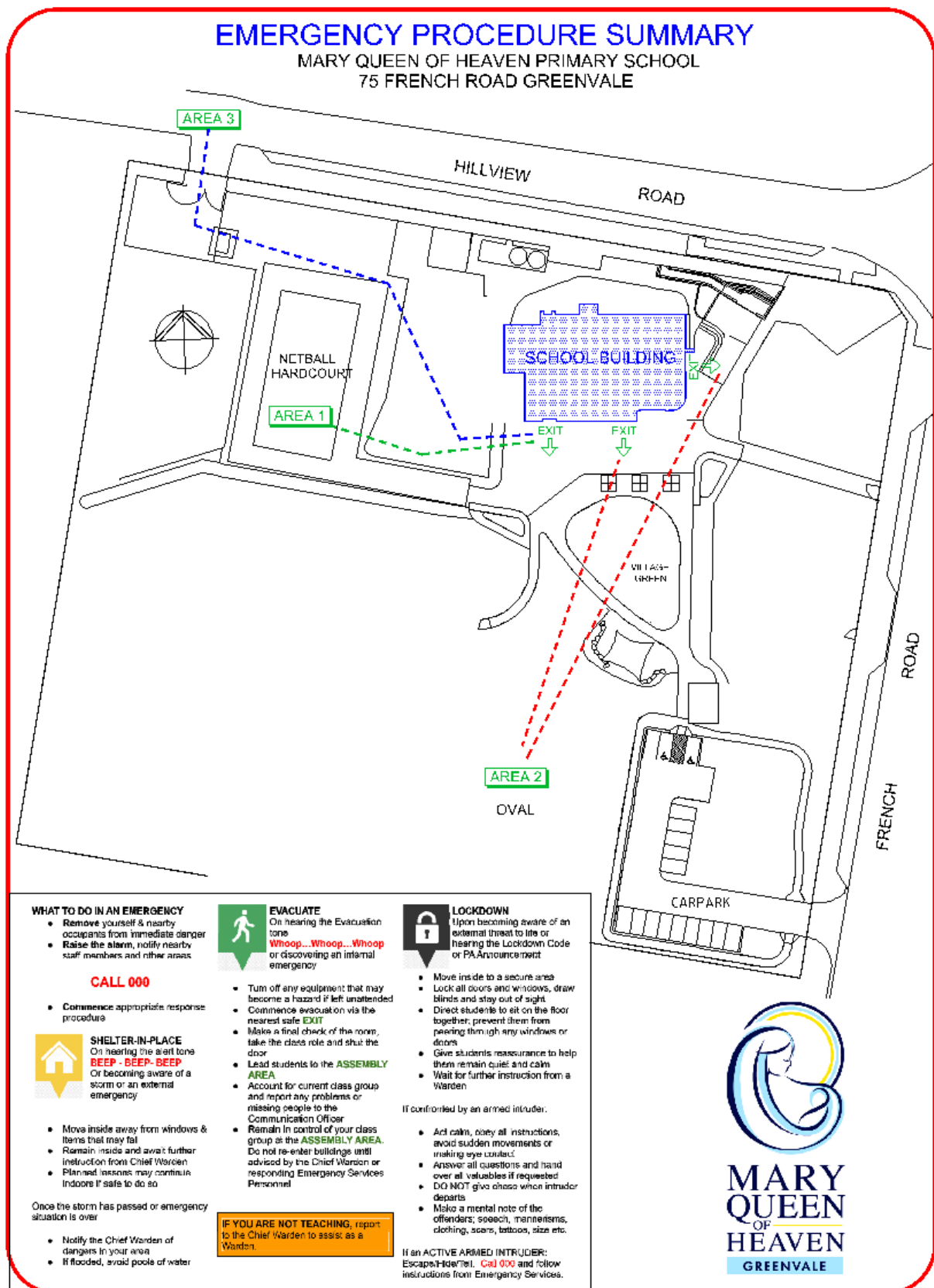
Other IMT Member	Tasks	Name of staff member and contact details	Name of delegate staff member and contact details
[Role]	[Insert tasks]	[Insert name, after hours number and mobile phone number]	[Insert name, after hours number and mobile phone number]
[Role]	[Insert tasks]	[Insert name, after hours number and mobile phone number]	[Insert name, after hours number and mobile phone number]
[Role]	[Insert tasks]	[Insert name, after hours number and mobile phone number]	[Insert name, after hours number and mobile phone number]
[Role]	[Insert tasks]	[Insert name, after hours number and mobile phone number]	[Insert name, after hours number and mobile phone number]

## 7. Area Maps and Site / Floor Plans

The map shows:

- Evacuation assembly areas
- Evacuation routes
- Surrounding Street
- Major landmarks
- Exit points
- You are here

## 8. Site Plans / Floor Plan











## 9. Response Plan



For a lockdown response, it may be necessary to either keep students, staff and visitors in their designated classrooms or move them to a communal indoors location (such as a gymnasium). This location is known as the Sheltering-In-Place (SIP) Area on your site/floor plan.

For lockout and evacuation responses, designate two external assembly areas:

- i. One designated assembly point should be approximately 150 metres from the building (lockout)
- ii. For emergencies that require you to move children further than 150 metres, a second designated assembly point should be within a reasonable distance from your building or school grounds (evacuate)

For evacuations that require leaving the school grounds, consider appropriate evacuation points that provide:

- iii. shelter, drinking water, food and toilets
- iv. open spaces and/or play equipment
- v. vehicular access and parking if students need to be discharged and collected by parents

(Refer to pages 24-25 of the Catholic Schools Emergency Management Manual for further information about lockdown, lockout and evacuation.)

## 10. Lockdown

Lockdown may be the appropriate response when the Incident Controller has identified an *external* and immediate danger and determined that it is safer for students, staff and visitors to remain inside the classroom or assemble in an indoors communal area such as the gymnasium. Examples of this type of hazard may include an intruder, severe storms, gas leaks and chemical spills.

Provide below your school's procedure to be followed in the event of a lockdown scenario.

Page 26 and the checklist in Appendix K of the Catholic Schools Emergency Management Manual may assist you in developing your school's lockdown procedure. The guidance in the Manual must be tailored to the specific circumstances of your school. The checklist may be tailored to provide a tool to be used by the school to ensure all required steps are taken.

### Lockdown Response Steps

Refer to 14.3

## 11. Lockout

Lockout may be the appropriate response when an *internal* and immediate danger is identified and it is determined that students, staff and visitors are safer outside but still within the school grounds. Examples of this type of emergency may include an internal fire, a gas leak or a bomb threat.

Provide below your school's procedure to be followed in the event of a lockout scenario (evacuation within the school grounds, if possible but at least 150 metres from the building).

### Lockout Response Steps

Refer to 14.4

## 12. Evacuate

Evacuation may be the appropriate response when it is determined that students, staff and visitors are safer away from the buildings (more than 150 metres distance) or away from the school grounds. Examples of this type of emergency may include internal fires, gas leaks, chemical spills, bomb threats and floods.

Below is the school's procedure which is to be followed in the event of an evacuation (more than 150 metres from the building). The recommended steps for evacuation included below are tailored to the particular circumstances of the school.

### Evacuation Response Steps

### Recommended Steps for Evacuation

1. Incident Controller takes charge and decides who does what (ie. activate your ICT).
2. Call 000.
3. Inform emergency services of the nature of the emergency (eg. 'There is smoke in the building').
4. Seek advice from your EMO (if appropriate).
5. If the decision to evacuate is made, use all available staff/volunteers to calmly move/carry/walk the students out of the building to your pre-determined evacuation assembly area.
6. Take the students' attendance list, staff roster and your Emergency Kit/First Aid kit.
7. Once at assembly area, check all students and staff are accounted for
8. Call 000 and inform them of your location at the outdoor assembly area.
9. Focus on safety and wellbeing of students and staff.
10. Wait for emergency services to arrive or for further information.
11. Do NOT re-enter the school until given the 'all clear' by the emergency services.

## 13. Specific Emergency Responses



**The Emergency Management Planning Team (EMPT) must identify all emergency risks to which the school may be subjected (refer to page 13 of the Catholic Schools Emergency Management Manual). The likelihood and consequence of each of the risks should then be assessed using the Risk Assessment Matrix in Appendix F of the Manual, in order to establish the risks' overall ratings.**

**Responses to the school's high and extreme risks should be discussed and documented. The guidance on responding to specific hazards on pages 28-34 of the manual can be used to assist the EMPT in this process but be aware that this information is generic in nature and should be tailored to your school's circumstances and resources.**

**Keep a record of procedures to be followed for each high and extreme risk identified. Insert extra pages as necessary.**

- Bushfire
- Severe Storms and Flooding
- Criminal and Violent Incidents
- Earthquakes
- Hazardous Substances Release
- Bomb Threats
- Off-site Emergency
- School Bus/Vehicle Accident
- Construction on-site

## **14. Emergency Response Procedures**

### **14.1 On-site evacuation/relocation procedure**

When it is unsafe for students, staff and visitors to remain inside the school building the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Evacuate students, staff and visitors to your <Insert the location of your on-site evacuation/relocation assembly point/s >.
- Take your emergency kit/first aid kit (including your student and staff attendance lists and a copy of this EMP).
- Once at your primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained.
- Wait for emergency services to arrive or provide further information.
- Confirm with emergency service personnel that it is safe to return to normal operations.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

### **Actions after on-site evacuation/relocation procedure**

- Ensure any students, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent re-unification process.
- Determine if there are any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Undertake operational debrief with staff and Incident Management Team to identify any on-site evacuation and procedural changes that may be required.
- Complete your Post Emergency Record (refer to Appendix F).

### **14.2 Off-site evacuation procedure**

If it is unsafe for students, staff and visitors to remain on the school grounds the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Identify which off-site assembly point you will evacuate staff, students and visitors to.
- Evacuate staff, students and visitors to your <Insert the location of your off-site evacuation assembly point/s>.
- Take your emergency kit/first aid kit (including your student and staff attendance lists and a copy of this EMP).
- Once at primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained.
- Wait for emergency services to arrive or provide further information.
- Confirm with Emergency Service personnel that it is safe to return to normal operations.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

### **Actions after off-site evacuation procedure**

- Ensure any students, staff or visitors with medical or other needs are supported. Determine whether to activate your parent re-unification process.
- Determine if there are any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Undertake operational debrief with staff and Incident Management Team to identify any off-site and procedural changes that may be required.
- Complete your Post Emergency Record (refer to Appendix F).

### **14.3 Lock-down procedure**

When an external and immediate danger is identified and it is determined that the students should be secured inside the building for their own safety the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Initiate the lock-down and provide instructions to staff, for example, close internal doors and windows, remain in classroom, sit below window level or move into corridors.
- Check that all external doors (and windows if appropriate) are locked.
- If available, allocate staff to be posted at locked doors to allow students, staff and visitors to enter if locked out.
- Divert parents and returning groups from the school if required.
- Ensure a telephone line is kept free.
- Keep public address system free.
- Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.
- If safe to do so, have a staff member wait at the main entry to the school to guide emergency services personnel.
- As appropriate, ascertain that all students, staff and visitors are accounted for.
- As appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.



- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

### **Actions after lock-down procedure**

- Ensure any students, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent re-unification process.
- Determine if there are any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Undertake operational debrief with staff and Incident Management Team to identify any lock-down and procedural changes that may be required.
- Complete your Post Emergency Record (refer to Appendix F).

## **14.4 Lock-out procedure**

When an internal immediate danger is identified and it is determined that students should be excluded from buildings for their safety the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Announce lock-out with instructions about what is required. Instructions may include nominating staff to:
  - o lock doors to prevent entry
  - o check the premises for anyone left inside
  - o obtain Emergency Kit
  - o Go to the designated assembly point/s <Insert the location of your designated evacuation assembly point/s>
  - o Check that students, staff and visitors are all accounted for.
  - o Where appropriate, confirm with emergency service personnel that it is safe to return to normal operations.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

### **Actions after lock-out procedure**

- Ensure any students, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent re-unification process.
- Determine if there are any specific information students, staff and visitors need to know (for example, parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Undertake operational debrief with staff and Incident Management Team to identify any lock-out and procedural changes that may be required.
- Complete your Post Emergency Record (refer to Appendix F).

## **14.5 Shelter-in-Place (SIP) procedure**

When an incident occurs outside the school and emergency services or the Chief Warden determines the safest course of action is to keep students and staff inside a designated building in the school (as evacuation might reasonably expose people to a greater level of danger until

the external event is handled), the Chief Warden on-site will take charge and activate the Incident Management Team if necessary.

- Call 000 for emergency services and seek and follow advice.
- Chief Warden activates the Incident Management Team.
- Move all students, staff and visitors to the pre-determined shelter-in-place area <Insert the location of your shelter-in-place/s – refer to the Guide>.
- Take your emergency kit/first aid kit (including your student and staff attendance lists and a copy of this EMP).
- Check that all students, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained.
- Wait for emergency services to arrive or provide further information.
- Maintain a record of actions/decisions undertaken and times.
- Where appropriate, confirm with emergency service personnel that it is safe to return to normal operations.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Contact parents as required.

### **Actions after Shelter-in-Place procedure**

- Ensure any students, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent re-unification process.
- Determine if there are any specific information students, staff and visitors need to know (for example parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Undertake operational debrief with staff and Incident Management Team to identify any shelter-in-place and procedural changes that may be required.
- Complete your Post Emergency Record (refer to Appendix F).

## **15. Response procedures for specific emergencies**

### **15.1 Building fire**

- Call 000 for emergency services and seek and follow advice.
- Activate the fire alarm.
- If appropriate, follow the procedure for on-site evacuation.
- Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
- Extinguish the fire (only if safe to do so).
- Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows.
- Check that all areas have been cleared and notify the Chief Warden.
- Check that all students, staff, visitors and contractors are accounted for.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Contact parents as required.
- If your school is in an Emergency Warning area and the warning states that it is too late to leave then shelter in place and seek further advice.
- If your school is in a Watch and Act warning area then seek advice and then decide whether to:
  - o evacuate the school to your offsite bushfire evacuation location

- o call parents to pick their children up
- o remain on site and monitor conditions or shelter in place
- o If your school is in an Advice Warning area then seek further advice and monitor conditions as they may change.
- Other sources of Information:
  - o VicEmergency Hotline on 1800 226 226 for any information on the incidents and warnings in your area.
  - o ABC local radio - use a battery powered radio if necessary due to the possibility of power outages.
  - o Continue to monitor conditions such as wind change, size of fire, direction of travel.
  - o Continue to monitor warnings and advice messages through the VicEmergency App, websites or on ABC local radio.
- If evacuation is required and time permits before you leave:
  - o Make sure you close all doors and windows.
  - o Turn off power and gas.
  - o Check that all students, staff, visitors and contractors are accounted for.
  - o Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.
  - o Ensure staff and students do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
  - o Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- If sheltering in place:
  - o If sheltering-in-place is required, move all students, staff and visitors to the Shelter in Place if possible following the identified egress route:
  - o Take your emergency kit, a first aid kit, your EMP and student and staff attendance lists.
  - o Check that all students, staff and visitors are accounted for.
  - o Ensure communications with emergency services are maintained.
  - o Advise parents that the school is sheltering in place and they should not come to pick their children up.
  - o If parents arrive then encourage them to stay with their children at the school.
  - o Wait for emergency services to arrive or provide further information.
  - o Maintain a record of actions/decisions undertaken and times.
  - o Check all windows and doors in the Shelter in Place are closed (but doors are not locked).
  - o Turn off Gas.
  - o Confirm fire equipment (including torches, water, batteries, radio, water, mops, buckets, school portable phone and mobile phone are in the Shelter in Place.
  - o Any sprinkler system around the school grounds to be turned on (if this does not compromise other water based defence systems).
  - o If safe to do so, relocate cars and any other movable combustible objects to greater than 20m from the Shelter-in-Place and the evacuation path between the Shelter in Place and Onsite evacuation location or Offsite evacuation location.
  - o Staff will attend to students who show signs of or are known to be susceptible to smoke. If possible supply these students with smoke masks and any medication they require.
  - o Nominated a person is to monitor the phones and/or radios to ensure that communication is maintained.
  - o Any decision to leave the Shelter in Place should only occur on advice and of emergency services.
  - o Continually monitor Shelter in Place for its integrity, immediately identify and suppress any building ignitions, where safe to do so. Staff, where possible, will wear full length fire resistant clothing and other personal protective equipment, such as

- goggles, leather gloves, smoke masks, in the event they need to patrol the school for embers.
- o If the building's fire alarm activates then staff to check if activating due to smoke or if the building has ignited.
- o If the building has ignited and is not safe to extinguish - evacuate to the Onsite Evacuation Location or Bushfire Offsite Evacuation Location via the defined route.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

## 15.2 Bushfire

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden who will convene the IMT if necessary.
- Determine appropriate response strategy (evacuate or shelter-in-place) in consultation with emergency services, if possible.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you
- If evacuation is required and time permits before you leave:
  - o Make sure you close all doors and windows.
  - o Turn off power and gas.
  - o Check that all students, staff, visitors and contractors are accounted for.
  - o Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.
  - o Ensure staff and students do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
  - o Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
  - o Contact parents as required.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

## 15.3 Grassfire

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden who will convene the IMT, if necessary.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- If your school is in an Emergency Warning area and the warning states that it is too late to leave then shelter in place and seek further advice.
- If your school is in a Watch and Act warning area then seek advice and then decide whether to:
  - o evacuate the school to your offsite bushfire evacuation location.
  - o call parents to pick their children up.
  - o remain on site and monitor conditions or shelter in place.
  - o If your school is in an Advice Warning area then seek further advice and monitor conditions as they may change.
- Other sources of Information:
  - o VicEmergency Hotline on 1800 226 226 for any information on the incidents and

- warnings in your area.
- o ABC local radio – use a battery powered radio if necessary due to the possibility of power outages.
- o Continue to monitor conditions such as wind change, size of fire, direction of travel.
- o Continue to monitor warnings and advice messages through the VicEmergency App, websites or on ABC local radio.
- If evacuation is required and time permits before you leave:
  - o Make sure you close all doors and windows.
  - o Turn off power and gas.
  - o Check that all students, staff, visitors and contractors are accounted for.
  - o Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.
  - o Ensure staff and students do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
  - o Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- If sheltering-in-place is required, move all students, staff and visitors to the Shelter in Place if possible following the identified egress route:
  - o Take your emergency kit, a first aid kit, your EMP and student and staff attendance lists.
  - o Check that all students, staff and visitors are accounted for.
  - o Ensure communications with emergency services are maintained.
  - o Advise parents that the school is sheltering in place and they should not come to pick their children up.
  - o If parents arrive then encourage them to stay with their children at the school.
  - o Wait for emergency services to arrive or provide further information.
  - o Maintain a record of actions/decisions undertaken and times.
  - o Check all windows and doors in the Shelter-in-Place are closed (but doors are not locked).
  - o Turn off Gas.
  - o Confirm fire equipment (including torches, water, batteries, radio, water, mops, buckets, school portable phone and mobile phone are in the Shelter in Place.
  - o Any sprinkler system around the school grounds to be turned on (if this does not compromise other water based defence systems).
  - o If safe to do so, relocate cars and any other movable combustible objects to greater than 20m from the Shelter-in-Place and the evacuation path between the Shelter in Place and Onsite evacuation location or Offsite evacuation location.
  - o Staff will attend to students who show signs of or are known to be susceptible to smoke. If possible supply these students with smoke masks and any medication they require.
  - o Nominated a person is to monitor the phones and/or radios to ensure that communication is maintained.
  - o Any decision to leave the Shelter-in-Place should only occur on advice and of emergency services.
  - o Continually monitor Shelter-in-Place for its integrity, immediately identify and suppress any building ignitions, where safe to do so. Staff, where possible, will wear full length fire resistant clothing and other personal protective equipment, such as goggles, leather gloves, smoke masks, in the event they need to patrol the school for embers.
  - o If the building's fire alarm activates then staff to check if activating due to smoke or if the building has ignited.
  - o If the building has ignited and is not safe to extinguish – evacuate to the Onsite Evacuation Location or Bushfire Offsite Evacuation Location via the defined route.
- <As appropriate insert any additional mitigation steps relevant to your facility that you

have identified in your risk assessment>.

#### **15.4 Major external emissions/spill (includes gas leaks)**

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden who will convene the IMT if necessary.
- Turn off gas supply.
- If the gas leak is onsite, notify your gas provider.
- If safe to do so, evacuate staff, students, visitors and contractors to <insert the location of your assembly point/s>. This may be an off-site location.
- Check students, staff and visitors are accounted for.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Await 'all clear' advice from emergency services or further advice before resuming normal school activities.
- Contact parents as required.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

#### **15.5 Intruder**

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden.
- Do not do or say anything to the person to encourage irrational behaviour.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Determine whether evacuation, lock-down or shelter-in-place is required. Do this in consultation with the Police where possible.
- Evacuation only should be considered if safe to do so.
- Consult with your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They may be able to gain information and advice from emergency services for you.
- Contact parents as required.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

#### **15.6 Bomb/substance threat**

If a suspicious object is found or the threat identifies the location of a bomb

##### *Immediate response*

- Immediately clear and cordon off the area in the vicinity of the object.
- Call 000 for police and seek and follow advice.
- Report the threat to the Chief Warden/principal who will coordinate the emergency response until police arrive.
- Do not approach, touch, tilt or tamper with the object.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.



### *Evacuation*

- Evacuate the school and:
  - Ensure students and staff are not directed past the object.
  - Alert any other services co-located at the school site.
  - Check that all students, staff and visitors are accounted for.
  - Restrict all access to the site and ensure there are no barriers inhibiting access by police.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

### *Communication*

- Provide police with details of the situation and actions you have taken and intend to take. Follow any advice provided by police.
- Contact parents when evacuation is complete and it is safe to do so.
- Notify your Governing Entity's emergency management contact and seek advice if necessary.
- Await 'all clear' advice from police before returning to school buildings to resume normal school activities.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

### **If a bomb/substance threat is received by telephone**

- **DO NOT HANG UP**
- Keep the person talking for as long as possible and obtain as much information as possible
- Without alerting the caller, signal a co-worker to:
  - call 000 for police on a separate phone
  - notify the Chief Warden/principal/Education Commander
- If possible fill out the bomb threat checklist while you are on the phone to the caller
- Listen carefully for a full description and take note of:
  - gender of caller
  - age of caller
  - accents or speech impediments
  - background noises
  - words/voices of people in the background (gender, age, accents, speech impediments)
  - key phrases used and whether the threat is automated/robotic/taped/recorded.
- Ask the caller:
  - where exactly is the bomb/substance located?
  - what time will the bomb explode/the substance be released?
  - what will make the bomb explode/how will the substance be released?
  - what does the bomb look like?
  - what kind of device/substance is it?
  - who put the bomb/substance there? Why was it put there?
  - what kind of substance is it (gas, powder, liquid)? How much is there?
  - where are you? Where do you live?
  - what is your name?
  - What are your contact details?
- Once a call is finished:
  - **DO NOT HANG UP** – it may be possible for police to trace the call if the telephone line is kept open, regardless of whether the caller hangs up.
- Immediately:
  - inform the Chief Warden/principal if this has not yet been done.
  - call 000 to report threat to police if this has not yet been done – use a different

telephone line or mobile phone.

- clear and cordon off the area if the caller identified the location of the object. Do not approach, touch, tilt or tamper with the object.
- implement evacuation and communication procedures as indicated in section 11.5.1 above.
- ensure all of the caller information has been written down and provided to police on arrival.
- <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>

#### **If a bomb/substance threat is received by letter**

- o Place the letter in a clear bag or sleeve and store in a secure place.
- o Avoid any further handling of the letter or envelope.
- o Call 000 for police and seek and follow advice.
- o Notify the Chief Warden/principal.
- o If the letter identifies the location of a device, immediately clear and cordon off the nominated area. Do not approach, touch, tilt or tamper with the object.
- o Implement evacuation and communication procedures as indicated in section 11.5.1 above.
- o <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

#### **If a bomb/substance threat is received electronically e.g. by email:**

- o DO NOT DELETE THE MESSAGE.
- o Call 000 for police and seek and follow advice.
- o Notify the Chief Warden/principal.
- o If the email identifies the location of a device, immediately clear and cordon off the area. Do not approach, touch, tilt or tamper with the object.
- o Implement evacuation and communication procedures as indicated in section 9.5 above.
- o <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

#### **If you are at the site of an explosion**

- o Direct staff to shelter students under sturdy tables or desks if objects are falling around you.
- o Implement evacuation and communication procedures. Do not retrieve personal belongings or make phone calls when evacuating.
- o Help others to leave the area. Use stairs instead of elevators.
- o Be aware of weakened floors and stairways and watch for falling debris.
- o Once out of the affected building:
  - Move students away from windows and glass doors or other potentially hazardous areas.
  - Use caution to avoid debris that could be hot or sharp.
  - Call 000 for emergency services and seek and follow advice.
  - Be aware of any potential secondary explosions.
  - Limit use of phones as communications systems may become congested.
- o <As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment>.

## **15.7 Pandemic/Influenza**

### **PROCEDURE STAGE 1: Preparedness and STAGE 2: Standby**



*Remain alert to the risks of an influenza pandemic. Prepare to commence enhanced arrangements and increased vigilance for case detection.*

### **EMP preparation**

- In April, ensure EMPs (including emergency numbers and key contacts) are up to date and pandemic planning arrangements are included
- Ensure contact lists of staff, students, families and local services – Department of Health, Department of Human Services, Local Government Emergency Management Coordinators – are up to date
- Ensure your call tree of key staff is circulated along with nominated school Incident Management Team members
- Prepare to enact pandemic response Section of EMP with stakeholders
- Identify minimum requirements and key staff for continued school operations (including planning for the absence of the school principal, deputy principal parish priest, team leaders and Governing Entity's Executive Director)
- Review cleaning procedures and determine whether frequency or other processes should change.

### **Hygiene measures**

- Promote basic hygiene measures
- Review cleaning procedures and determine whether frequency or other processes should change
- Communicate the risk of influenza and how to identify cases of possible influenza based on the current up to date case definition by the Chief Health Officer, Department of Health.

### **Travel**

- Follow the advice of the Department of Foreign Affairs and Trade at <http://smartraveller.gov.au/zw-cgi/view/Advice/>
- Where appropriate, implement procedures to repatriate Australian students who are overseas if there is a risk of travel restrictions and overseas border closures, or risk of pandemic in a nearby country
- For international students studying in Australia, provide advice to students and their parents that in the event of an increased influenza pandemic risk, students may be sent home and, if travel restrictions apply, how the school will meet its duty-of-care obligations, etc.

### **Communications**

- In April, ensure hygiene information is displayed – refer to Staying Healthy in Childcare (2005)
- In May, consider providing information sessions for staff and parents about:
  - pandemic influenza symptoms
  - referred hygienic practices
  - vulnerable children
- Communicate status/situation, personal hygiene measures, containment measures (if necessary), availability of vaccinations etc. to staff and parents/carers as appropriate (especially those people / families at a greater risk of infection)
- School Nursing Program nurses may assist with information dissemination
- Direct any media queries to your governing body.

## STAGE 3: Response

*Pandemic declared. Minimize transmission, minimize mortality and morbidity, maintain essential services and inform, engage and empower the public.*

### EMP enactment

- Enact EMPs where necessary
- Activate ECO.

### Containment

- Follow the advice of the Department of Health including service closures and exclusion periods for infectious diseases
- Identify a designated area to keep sick children quarantined from others until they can be taken home by parents
- Following any closures, notify the Quality Assessment and Regulation Division (VRQA) according to the requirements of the relevant legislative framework.
  - Further information is available at:  
[www.education.vic.gov.au/childhood/providers/regulation](http://www.education.vic.gov.au/childhood/providers/regulation)
- Inform carers of their obligations during closures
- School Nursing Program nurses may be asked to assist the Department of Health with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions).

### Outbreak management

- Notify the Quality Assessment and Regulations Manager of a serious incident according to the requirements of the relevant legislative framework
  - Further information is available at:  
[www.education.vic.gov.au/childhood/providers/regulation](http://www.education.vic.gov.au/childhood/providers/regulation)
- *You will be advised of any additional reporting requirements by the Department of Health.*

### Management of workforce

- Encourage staff who develop flu-like symptoms during a pandemic to stay away until completely well
- Ensure staff who develop influenza-like illness leave immediately and seek medical attention.

### Service closures

- Contact the Quality Assessment and Regulations Manager regarding service closure policy
- Following any closures, notify the VRQA according to the requirements of the relevant legislative framework
- Further information is available at:  
[www.education.vic.gov.au/childhood/providers/regulation](http://www.education.vic.gov.au/childhood/providers/regulation)
- Inform staff of their obligations during service closures.

### Communications

- Follow the advice from your governing body and distribute information about individual protective measures and cleaning procedures
- Communicate status/situation, personal hygiene measures, containment measures (if necessary), availability of vaccinations to staff and parents/carers as appropriate (especially those people / families at a greater risk of infection)
- Communicate plans for closure if applicable and send letters to staff, parents and carers as appropriate
- Direct any media queries to your governing body.

## **STAGE 4: Stand Down**

### **EMP review**

- Develop a recovery plan for return to normal operations which includes:
  - staff availability
  - procedures to re-open (if applicable)
  - provision of counselling (if required)
  - monitoring cumulative effects of pandemic and identifying and supporting those who may need assistance
- Chief Warden to de-activate ECO and conduct final debrief(s)
- Review effectiveness of EMPs and update as appropriate – involve relevant staff and others e.g. school nurses
- Replenish personal protective equipment (if required)
- Be aware that multiple waves of the virus may occur, and that review and revision of the plan may be required between waves.

### **Communications**

- Communicate status of situation to staff and parents/carers including supports that may be available.

## 16. Emergency Exercise and Drill Schedule



Complete the following table to schedule all training events and emergency drills throughout the year. It is recommended that schools also perform 'unplanned' emergency drills.

Our school schedules an emergency drill at the start of the year. As we are not on the Bushfire At-Risk Register we are not required to practice evacuation procedures and drills at least once per term during the October-March bushfire season<sup>2</sup>.

The Emergency Management Plan Exercise Record in Appendix A of the Manual is used to assess what worked in the drill/exercise and what could be improved for next time.

School Term	Emergency Drill Scheduled Dates	Unplanned Drills ✓ /	Emergency Training Schedule Dates
January – April	Monday 3 <sup>rd</sup> April	Tuesday 4 <sup>th</sup> April	February 2023
April – June	Tuesday 20 <sup>th</sup> June	Wednesday 21 <sup>st</sup> June	
July – September	Wednesday 30 <sup>th</sup> August	Thursday 31 <sup>st</sup> August	
October - December	Monday 27 <sup>th</sup> November	Tuesday 28 <sup>th</sup> November	

## 17. Emergency Exercise / Evacuation Record

<b>Date:</b>		<b>Exercise Start Time:</b>	
<b>School/Office Location:</b>		<b>Observers Name:</b>	

Present the following emergency exercise scenario to the team members. Determine which possible emergency type is to be tested relevant to the possible hazard / emergency scenarios and describe the scenario for this drill.

Tick	Drill Type	Description of Scenario for this Exercise
	Evacuation	
	Confined Space Emergency	
	COVID-19 Confirmed Case	
	Anaphylaxis	
	Electric Shock	
	Grass fire	
	Bush fire	
	Building fire	
	Gas leak	
	Medical emergency	
	Motor vehicle accident	
	Rescue at height	
	Spill/Release	
	Storm/severe weather	
	Plant and equipment incident	
	Lockdown	
	Violence	
	Other	



	Drill stages	Describe actions observed	Meets requirements of plan	
1	How was the alarm raised?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
2	How were all personnel accounted for (including contractors, volunteers and visitors)?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
3	Were all nominated emergency response personnel trained and present?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
4	Was all emergency equipment required available, tested and tagged and in a serviceable condition?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
5	Did the team follow the process described for the emergency in the Emergency Response Plan?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
6	Was the appropriate external emergency response agency notified?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
7	What actions were taken to maintain safety of all personnel during the exercise?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
8	What was the notification process followed for the incident?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
9	What actions were taken to preserve the incident scene?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
10	How did the team know to return to normal duties?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
12	Other?		<input type="checkbox"/> YES	<input type="checkbox"/> NO

**Any NO requirements above must be actioned below including amendment and updating of the Emergency Response Plan.**

<b>Is a Debrief to the team required?</b>	<input type="checkbox"/> YES Record details on next page	<input type="checkbox"/> NO Record any actions
---	---	---

### Debrief discussion

Recommend that the team members who took part in the exercise and observer/s debrief after the exercise by:

- Considering each question and avoiding crossing between questions
- Stating observations and facts
- Permitting staff to respond first, followed by the response leader and finally the observer/s
- Agreeing on the required corrective actions, an owner for each action and a time required for completion.
- Consulting any other parties involved in the exercise that are not staff, educators or children at your service (e.g. If you are located on school grounds, consulting with the Principal on the questions below).

### What went well?

**What might be done differently?**

No	Actions / Improvement Required	Responsible Person	Due date
Additional Observations Notes:			
Observer's Signature		Date:	

Ensure actions listed above have been closed or entered into the hazards register prior to filing this form.

<sup>2</sup> This is a VRQA requirement for registered schools.



## 18. Students and Staff with Special Needs List

Include information about students who have medical management plans, e.g. for asthma and allergies to peanuts/bee stings (anaphylaxis), and details of their medications, EpiPens etc.

Consider students and staff who have a serious medical condition or disability and who would require assistance in an emergency and therefore a Personal Emergency Evacuation Plan is to be developed.

It is important to keep this list regularly updated such as when students change rooms or their medical conditions change.



**IMPORTANT:** Information of a sensitive medical nature should be retained by the school for internal use only and not be distributed. While this list is a mandatory component of your Emergency Management Plan, sensitive medical details of students and staff should be removed from the copy of your EMP that you submit to your Governing Entity.

Students/ Staff Name		Room / Area	Condition	Assistance Needed During an Emergency / Evacuation	Who Will Be Responsible?
First name	Last Name				
e.g. Nicole	Smith	5	Asthma - uses inhaler and takes medication	Will require assistance in heavy smoke	[Insert staff/volunteer name here]
e.g. Brett	White	3	Broken leg	Requires extra assistance during evacuation/chair	[Insert staff/volunteer name here]
e.g. Sarah	Jones	6	Cerebral Palsy	Requires assistance - confined to a wheelchair	[Insert staff/volunteer name here]

## 19. Bushfire Preparedness

Bushfire preparedness is relevant to all schools, not just rural schools and/or those on the Bushfire At-Risk Register. Metropolitan schools may be at risk from site specific factors (e.g. located in a leafy area) or because their students attend offsite activities in bushfire-prone areas. All schools should use this section to document their response to active bushfires, including those that may affect offsite activities.

### Bushfire Response Steps

Stage 1: Identifying an incident and immediate response

The immediate safety of students, staff and the education community is paramount. The following actions may be required:

- provide first aid
- contact emergency services on 000
- enact the school's (or site's) emergency management plan
- capture and preserve evidence (such as 'notifiable incidents' to WorkSafe or for criminal investigations)
- contact nominated family or carers.

Stage 2: Reporting an incident (report for support)

Following the immediate response, the principal (or delegate) is responsible for assessing the severity of the incident.

Incidents are rated as either:

- Low
- Medium
- High
- Extreme.

Incidents assessed as Low or Medium can be reported directly into eduSafe Plus (staff login required) by the principal (or delegate). The principal (or delegate) is to contact the Incident Support and Operations Centre (ISOC) on 1800 126 126 to report 'High' or 'Extreme' severity incidents for support (report for support). ISOC provides immediate advice and connects schools to local or centralised services that can support response and recovery. ISOC will report incidents in eduSafe Plus on behalf of the school. This assessment indicates whether the incident is likely to reoccur. If so, then additional support can be sourced from relevant services to mitigate future risk. In addition, all identified hazards, minor injuries and near misses involving employees, volunteers, visitors, contractors and members of the public must be reported in eduSafe Plus. Refer to: OHS Management System Overview – eduSafe Plus.

Certain incidents require additional steps, including the following.

- Notifiable incidents must also be reported to WorkSafe on 13 23 60. The incident site may need to be preserved until a WorkSafe inspector arrives. A completed incident notification form must be submitted within 48 hours.
- Any child protection concerns must be reported to Child Protection for mandatory reports or Child FIRST for any other child protection concerns. Refer to: Protecting Children — Reporting and Other Legal Obligations.
- Any allegations of criminal conduct must be reported to Victoria Police. Refer to: Department Protocol on Reporting Criminal Activity.

- Any allegations of sexual offenses committed by an adult against a child under the age of 16 must be reported to Victoria Police. Refer to: Police and Child Protection Interviews.
- Allegations of misconduct, unsatisfactory performance, sexual harassment and reportable conduct must be reported to the Employee Conduct Branch. Refer to: Complaints, Misconduct and Unsatisfactory Performance — Teaching Service and Reportable Conduct Scheme
- Any incidents of suspected fraud and/or corruption must be reported to the department's Fraud and Corruption Control Unit. Refer to: Fraud and Corruption Control.

#### Stage 3: Ongoing support and recovery

The school principal (or delegate) is responsible for providing immediate relief support to impacted students, staff and the education community. Where necessary and appropriate, additional support will be provided by school support staff and corporate office staff based in regional and central offices. When an incident is reported to ISOC, ISOC staff will ask the principal (or delegate) whether they require additional support (including recovery support) during the call.

#### Stage 4: Investigation

Some incidents may trigger investigations under other department policies and legislative schemes (for example, privacy breaches should be reported in accordance with the Privacy and Information Sharing policy, mandatory reporting to the Department of Families, Fairness and Housing). A preliminary investigation screening should be undertaken within 2 days of an incident being reported to the ISOC.

For WorkSafe notifiable incidents, the principal and/or their delegate are to conduct a formal incident investigation within 24 hours of the notifiable incident, where possible, using the Hazard and incident investigation template (DOCX) or equivalent.

For the investigation, the principal and/or their delegate may decide to convene an incident investigation team, comprising school leadership staff, the school's health and safety representative (HSR), affected employee and other employees, depending on the nature of the incident. The investigation should seek to identify the causes and any potential hazards, and provide recommended control and preventative measures.

#### Stage 5: Incident review and closure

This stage outlines the process and accountabilities for incident reviews and closure. Reviews are discretionary but provide a valuable learning opportunity. The incident severity rating informs the responsible authority for closing incidents, in consultation with the principal. Incidents are closed when current and/or future risk is eliminated, mitigated or accepted.

#### Stage 6: Analyse and learn

This stage provides an overview of the department's data analysis framework for analysis of incident information. Incident data analysis includes monitoring, interrogating and acting on identified trends. Security and Emergency Management Division undertake regular data analysis and reporting.



## 20. Emergency Kit Checklist

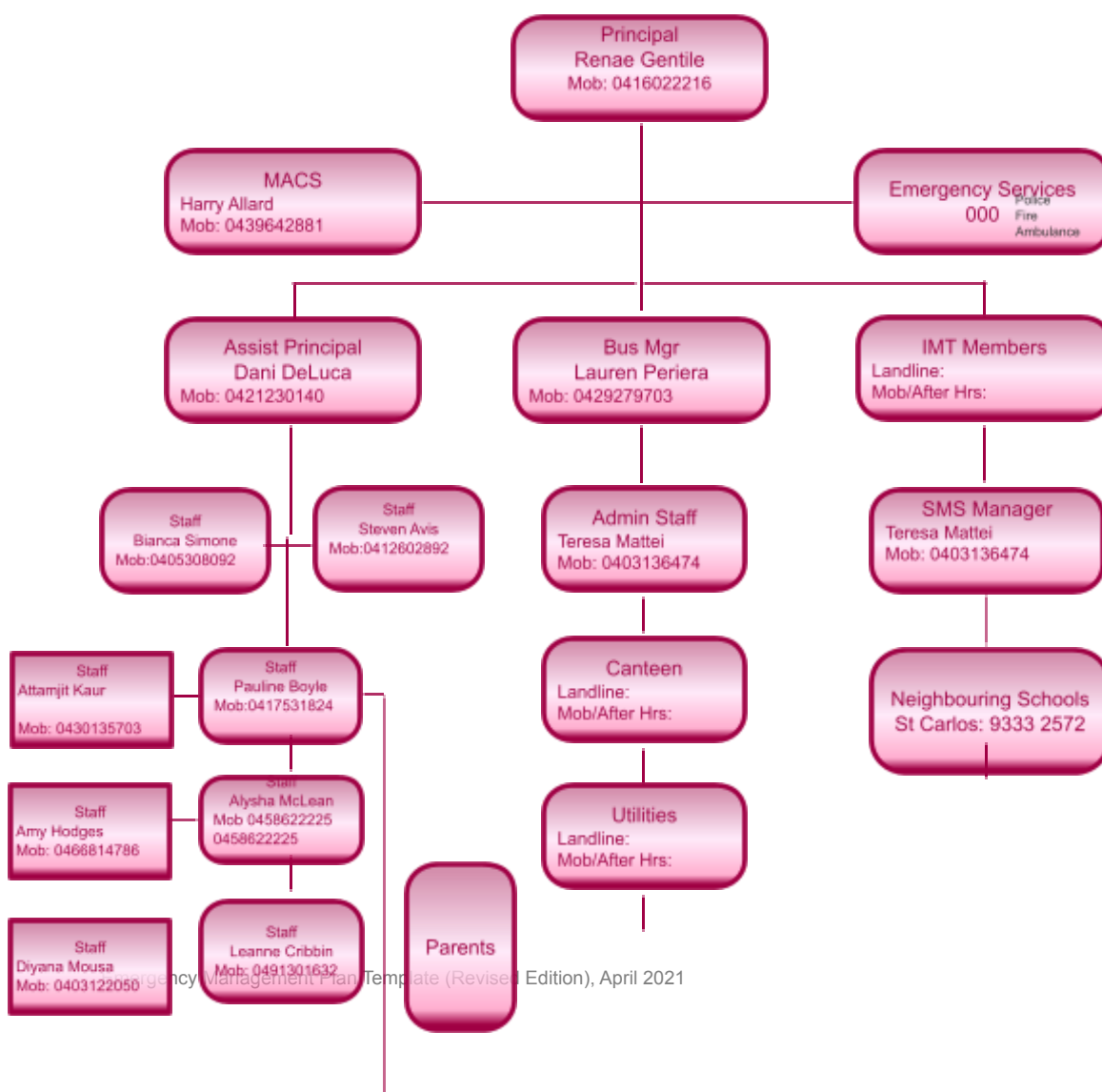
The Emergency Kit is kept in a designated, easily accessible place. The Logistics Person in the IMT is responsible for making sure the contents are complete and regularly reviewed. If attendance rolls are kept electronically, ensure you have an updated printout available as you may not be able to access electronic information in the event of an emergency.

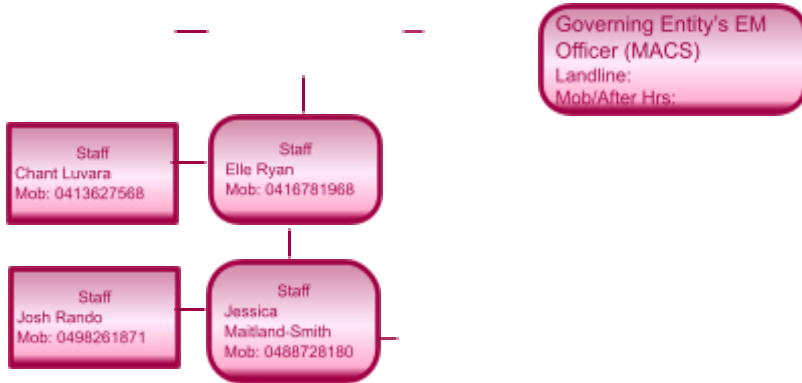
Have you: <span style="float: right;">—</span>	
Up-to-date student attendance list/roll, including child release forms / sign out book	
Up-to-date students and staff with special needs list	
Emergency contacts telephone list (including for parents/guardians)	
List of staff with emergency management or training skills	
Traffic safety vest and tabards	
Keys	
Standard portable first-aid kit	
Special medications e.g. asthma inhalers, EpiPens	
Charged mobile phone	
Torch with replacement batteries (or wind up torch)	
Megaphone	
Portable battery powered radio	
Bottled water	
Portable non-perishable snacks such as sultanas, dried fruits, energy bars	
Copy of school site plan and evacuation routes	

Sunscreen and spare sunhats	
Whistle	
Plastic garbage bags and ties	
Toiletry supplies	
Other (please specify)	

## 21. Communication Trees

A communication tree or telephone tree allows you to easily identify who will be in contact with whom during an emergency. For a telephone tree to work, each person in the tree needs to know beforehand who they are responsible for calling. Below is an example. You will need to develop your own tree based on your particular needs. Make sure to specify which roles will be responsible for contacting parents and ensure that consideration is given to call recipients with languages other than English.









## 22. Bushfire At-Risk Register Schools (BARR)

Schools on the Bushfire At-Risk Register should use this section to document their procedures for pre-emptive closure of the school in response to a declaration of Code Red in their Bureau of Meteorology District.

**Mary Queen of Heaven is not on the BARR.**

### Pre-emptive closure of the school Response Steps

Bureau of Meteorology District the school is located in: **Central**

#### Bushfire/Grassfire Specific Emergency Response Procedures

##### Triggers for Action

- A bushfire/grassfire is observable or identified via VicEmergency App within (insert) km from the school.

##### And/Or

- There is an Advice, Watch and Act or Emergency Warning area for the fire that includes your school.

##### Immediate Actions

- If immediate emergency services assistance is required phone '000'.
- Convene your Incident Management Team (IMT).
- Report the incident to your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated) (Insert telephone number).
- Seek advice from your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They can or may be able to gain information and advice from emergency services for you.
- If your school is in an Emergency Warning area and the warning states that it is too late to leave then shelter in place and seek further advice.
- If your school is in a Watch and Act warning area then seek advice and then decide whether to:
  - remain on site and monitor conditions or shelter in place
  - call parents to pick their children up
  - evacuate the school to your offsite bushfire evacuation location.
- If your school is in an Advice Warning area then seek further advice and monitor conditions as they may change.

##### Other sources of Information

- VicEmergency Hotline on 1800 226 226 for any information on the incidents and warnings in your area.
- ABC local radio – use a battery powered radio if necessary due to the possibility of power outages.
- Continue to monitor conditions such as wind change, size of fire, direction of travel.
- Continue to monitor warnings and advice messages through the VicEmergency App, websites or on ABC local radio.
- If sheltering in place:

**If sheltering-in-place is required, move all students, staff and visitors to the Shelter in Place if possible following the identified egress route:**

- Take your emergency kit, a first aid kit, your EMP and student and staff attendance lists.
- Check that all students, staff and visitors are accounted for.
- Ensure communications with emergency services are maintained.
- Advise parents that the school is sheltering in place and they should not come to pick their children up.

- If parents arrive then encourage them to stay with their children at the school.
- Wait for emergency services to arrive or provide further information.
- Maintain a record of actions/decisions undertaken and times.
- Check all windows and doors in the Shelter in Place are closed (but doors are not locked).
- Turn off Gas.
- Confirm fire equipment (including torches, water, batteries, radio, water, mops, buckets, school portable phone and mobile phone are in the Shelter in Place.
- Any sprinkler system around the school grounds to be turned on (if this does not compromise other water based defence systems).
- If safe to do so, relocate cars and any other movable combustible objects to greater than 20m from the Shelter in Place and the evacuation path between the Shelter in Place and Onsite evacuation location or Offsite evacuation location.
- Staff will attend to students who show signs of or are known to be susceptible to smoke. If possible supply these students with smoke masks and any medication they require.
- A nominated person is to monitor the phones and/or radios to ensure that communication is maintained.
- Any decision to leave the Shelter in Place should only occur on advice and of emergency services.
- Continually monitor Shelter in Place for its integrity, immediately identify and suppress any building ignitions, where safe to do so.
- Staff, where possible, will wear full length fire resistant clothing and other personal protective equipment, such as goggles, leather gloves, smoke masks, in the event they need to patrol the school for embers.
- If the building's fire alarm activates then staff to check if activating due to smoke or if the building has ignited. If the building has ignited and is not safe to extinguish – evacuate to the Onsite Evacuation Location or Bushfire Offsite Evacuation Location via the defined route.

**As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.**

## **23. Grassfire at Risk Register (GARR)**

Schools at risk of grassfires or on the Grassfire At-Risk Register should use this section to document their procedures for pre-emptive closure of the school in response to a declaration of Code Red in their Bureau of Meteorology District.

## Mary Queen of Heaven is not on the GARR

### Pre-emptive closure of the school Response Steps

Bureau of Meteorology District the school is located in: **Central.**

#### Bushfire/Grassfire Specific Emergency Response Procedures

##### Triggers for Action

- A bushfire/grassfire is observable or identified via **VicEmergency App** within (insert) km from the school.

##### And/Or

- There is an Advice, Watch and Act or Emergency Warning area for the fire that includes your school.

##### Immediate Actions

- If immediate emergency services assistance is required phone '000'.
- Convene your Incident Management Team (IMT).
- Report the incident to your Governing Entity's EMO or MACS Regional General Manager, or regional IMT (if activated) (Insert telephone number).
- Seek advice from your Governing Entity's EMO or MACS' Regional General Manager, or regional IMT (if activated). They can or may be able to gain information and advice from emergency services for you.
- If your school is in an Emergency Warning area and the warning states that it is too late to leave then shelter in place and seek further advice.
- If your school is in a Watch and Act warning area then seek advice and then decide whether to:
  - o remain on site and monitor conditions or shelter in place
  - o call parents to pick their children up
  - o evacuate the school to your offsite bushfire evacuation location.
- If your school is in an Advice Warning area then seek further advice and monitor conditions as they may change.

##### Other sources of Information

**VicEmergency Hotline** on **1800 226 226** for any information on the incidents and warnings in your area.

**ABC local radio** – use a battery powered radio if necessary due to the possibility of power outages.

- Continue to monitor conditions such as wind change, size of fire, direction of travel.
- Continue to monitor warnings and advice messages through the **VicEmergency App**, websites or on ABC local radio.
- If sheltering in place:

**If sheltering-in-place is required, move all students, staff and visitors to the Shelter in Place if possible following the identified egress route:**

- Take your emergency kit, a first aid kit, your EMP and student and staff attendance lists.
- Check that all students, staff and visitors are accounted for.
- Ensure communications with emergency services are maintained.
- Advise parents that the school is sheltering in place and they should not come to pick their children up.
- If parents arrive then encourage them to stay with their children at the school.
- Wait for emergency services to arrive or provide further information.
- Maintain a record of actions/decisions undertaken and times.
- Check all windows and doors in the Shelter in Place are closed (but doors are not locked).
- **Turn off Gas.**
- Confirm fire equipment (including torches, water, batteries, radio, water, mops, buckets, school portable phone and mobile phone are in the Shelter in Place.
- Any sprinkler system around the school grounds to be turned on (if this does not compromise

other water based defence systems).

- If safe to do so, relocate cars and any other movable combustible objects to greater than 20m from the Shelter in Place and the evacuation path between the Shelter in Place and Onsite evacuation location or Offsite evacuation location.
- Staff will attend to students who show signs of or are known to be susceptible to smoke. If possible supply these students with smoke masks and any medication they require.
- A nominated person is to monitor the phones and/or radios to ensure that communication is maintained.
- Any decision to leave the Shelter in Place should only occur on advice and of emergency services.
- Continually monitor Shelter in Place for its integrity, immediately identify and suppress any building ignitions, where safe to do so.
- Staff, where possible, will wear full length fire resistant clothing and other personal protective equipment, such as goggles, leather gloves, smoke masks, in the event they need to patrol the school for embers.
- If the building's fire alarm activates then staff to check if activating due to smoke or if the building has ignited. If the building has ignited and is not safe to extinguish – evacuate to the Onsite Evacuation Location or Bushfire Offsite Evacuation Location via the defined route.

**As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.**

## **24. APPENDICES**

APPENDIX A: Main Switchboard

APPENDIX B: Electrical Sub Switchboard

APPENDIX C: Main Isolation Valve for Natural Gas to School

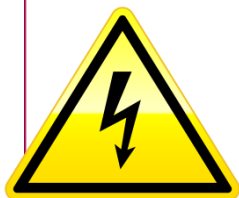
APPENDIX D: Fire Water Booster Points, Fire Pump and Water Tanks

APPENDIX E: Main Isolation Water for Main Water

APPENDIX F: POST INCIDENT / EMERGENCY REVIEWS (DEBRIEFING)

## Appendix A: Main Switchboard

The School's main switchboard is located at the east of the school building (facing Name? Street) and approximately 50 metres north of the main reception. At the Main Switchboard it is possible to isolate electricity to the entire school property.



**WARNING**

**Warning:** No persons should commence firefighting operations (involving the use of fire water hoses or water based fire extinguishers) until the electricity has been isolated – this is to protect person/s from the serious risk of electrocution.

The Switchboard cabinets are usually locked. Keys can be obtained from the Office staff.



## Appendix B: Electrical Sub Switchboard

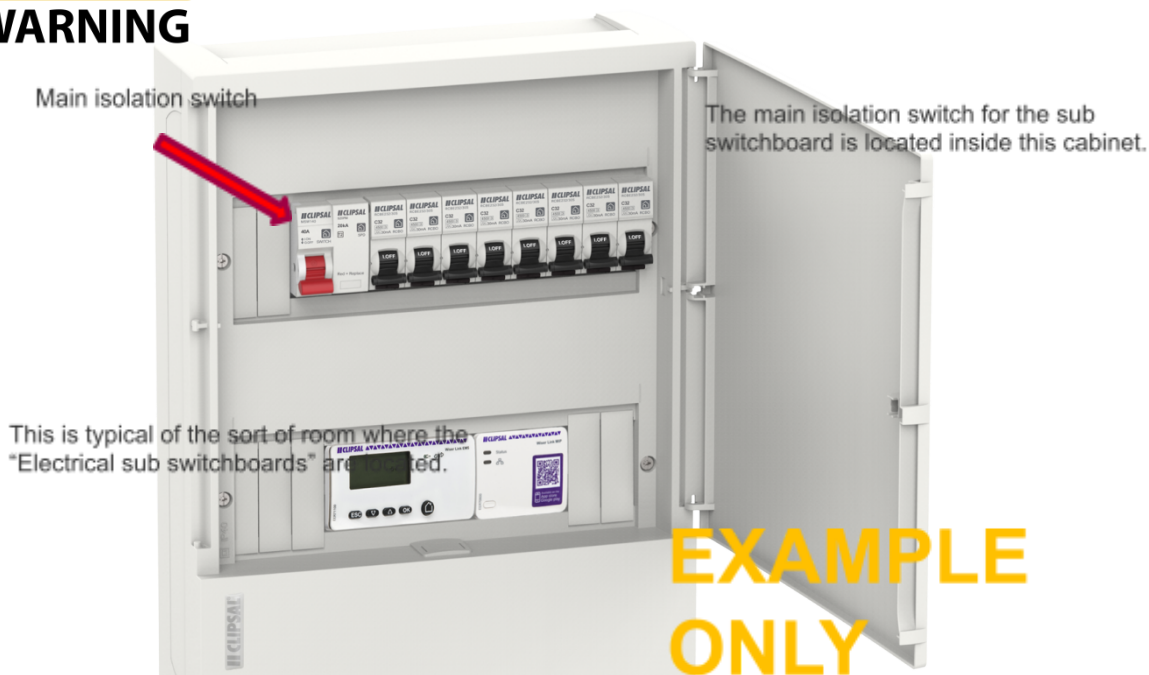
The School's main switchboard is located at the east of the school building (facing Name? Street) and approximately 50 metres north of the main reception. At the Main Switchboard it is possible to isolate electricity to the entire school property.



**WARNING**

**Warning:** No persons should commence firefighting operations (involving the use of fire water hoses or water based fire extinguishers) until the electricity has been isolated – this is to protect person/s from the serious risk of electrocution.

The Switchboard cabinets are usually locked. Keys can be obtained from the Office staff.



The location of Electrical Switchboard rooms varies throughout the school – so it is important that all staff members are familiar with their location. Emergency Services may require that you show them the location of these sub switchboards in the event of an emergency!



**Note:** There may be more than one Electrical Sub Switchboards in the school. Usually there is a sub switch in every block or floor in the building. It is important that all staff members are familiar with their location. Emergency Services may require that you show them the location of these sub switchboards in the event of an emergency!



## Appendix C: Main Isolation Valve for Natural Gas to School

In the event of a significant gas leak or fire the ability to quickly locate and isolate the gas supply to the school could be vital in preventing the escalation of an incident. The main gas meter and isolation valve is located at the north east corner of the school property (at the name? Street end of the Staff Car Park).

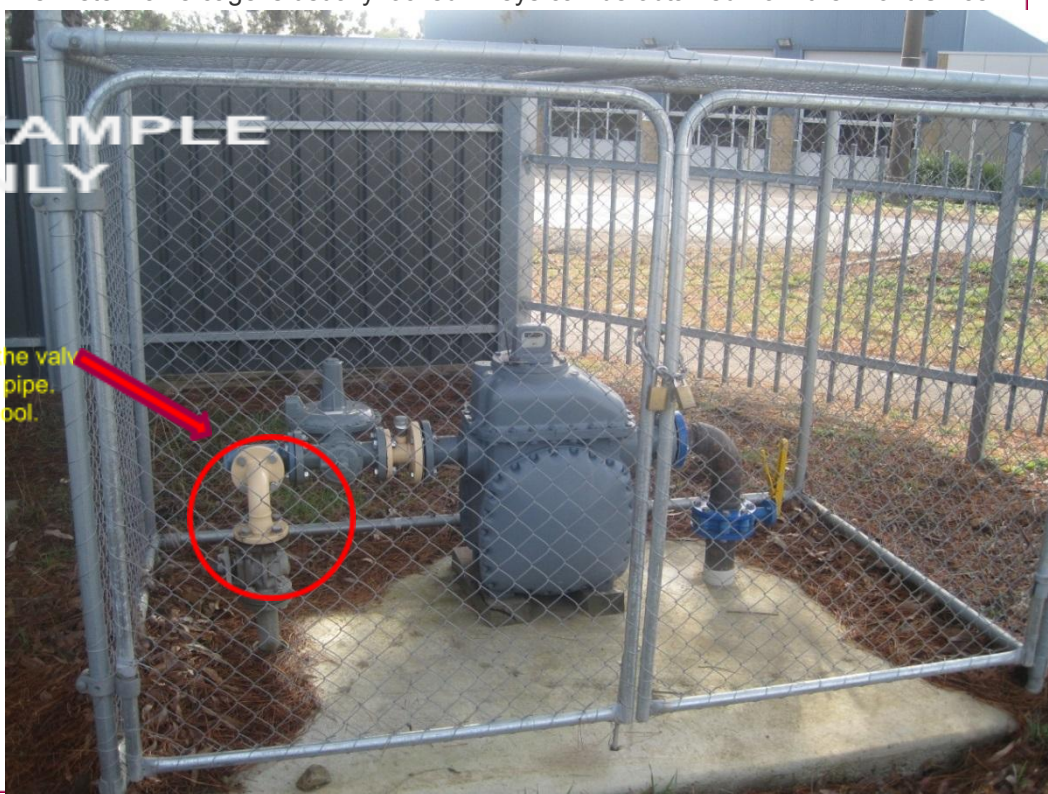


**Warning:** Do not No persons should commence firefighting operations (involving the use of fire water hoses or water based fire extinguishers) until the electricity has been isolated – this is to protect person/s from the serious risk of electrocution.

The meter/valve cage is usually locked. Keys can be obtained from the Front Office.

EXAMPLE  
ONLY

Turn this ball valve 45 degree so the valve handle is at right angle to the gas pipe. This will isolate the gas to the school.





## Appendix D: Fire Water Booster Points, Fire Pump and Water Tanks

Fire water booster points, fire pumps and fire water tanks are located on the northern boundary of the school (west end of the staff car park).

- The fire pumps start automatically on pressure drop if water is used from any of the fire hydrants.
- The CFA may access 80,000 litres of fire water via the two storage tanks which are each fitted with 65mm CFA (or MBF) compatible couplings.
- CFA may also boost the pressure of the fire hydrant system via the Booster point located at the fire pump shed



## Appendix E: Main Isolation Water Valves for Main Water

The isolation valve for water to the school is located out the front of the school near the Front office area on the Name? Street boundary (east side of property) – in front of administration. In the event of a significant water pipe leak within the school property, simply turn the ball valves 45 degrees so that the valve handle is at right angle to the water.

This meter / valve cage is usually locked - keys can be obtained from the Office staff.



## APPENDIX F: POST INCIDENT / EMERGENCY REVIEWS (DEBRIEFING)

Use the Post Incident / Emergency Review following a critical incident or emergency and send a copy to the GOVERNING ENTITY'S Emergency Management Officer.

Post Incident / Emergency Review (Debriefing)			
School Name:			E No.:
School Location/Suburb:			
School Address:			
Emergency Event:			
Date and time of Emergency Event:			
Description and Details of Incident:			
Immediate Action Taken:	Chief Warden/Education Commander Notified Yes / No Time: _____ Other staff notified: Yes / No Time: _____ Emergency Service Notified: Yes / No Time: _____	Governing Entity's EMO Notified Yes / No Time: _____ Region notified: Yes / No Time: _____ IMT Convened: Yes / No Time: _____	
Key Action Taken:			
Issues:	<b>Person Responsible to Organise:</b> Yes / No Time: _____		
	<b>Confirmation of Operational Debriefing:</b> Date/Time: _____		
	<b>Issues for Follow Up Action:</b>		
Operation Debriefing Required:	Yes / No Time: _____		
<b>Emergency Critical Incident</b>			
Emergency declared?		Yes/No	
Emergency Management Plan activated?		Yes/No	
If activated, date & time:		Authorised by:	
This record is completed by:			

**Post Incident / Emergency Review (Debriefing)**

Position Title	
Telephone Number	
Signature and Date:	