L. EMERGENCY PROCEDURES

UPDATED BY POLICY COMMITTEE NOVEMBER 2014. NEXT UPDATE DUE NOVEMBER 2015.

MUNICIPAL EMERGENCY MANAGEMENT PLANNING COMMITTEE CONTACTS

MANSFIELD SHIRE Kevin Murphy, 0408 576 335
RECOVERY MANAGER Donna Richards Fax (03) 5775-8568
MUNICIPAL EMERGENCY SERVICES COORDINATOR snr Sgt Lyn Holland 5775 2555

EMERGENCY SERVICES CONTACTS

C.F.A Emergency Dial 000
Mansfield Brigade Captain Rob Gardiner 0429 438 087

POLICE Emergency Dial 000 Local Station 5775 2555
FIRE BRIGADE Emergency Dial 000
AMBULANCE Emergency Dial 000
SES 13 2500
MANSFIELD HOSPITAL Switch and casualty 5775 8800
Mansfield Medical clinic 5775 2166
Central General Practice 5775 2591.

Poisons Information Centre Emergency, ring 13 11 26
Gas – Elgas Emergencies: 1800 819 783
Electricity - SP Ausnet 13 17 99
Water Corporation 1800 45 45 00

Note: In case of bushfires obtain more information at:

Victorian Bushfire Information Line: 1800 240 667
AM 774 ABC Radio

DEECD contact Lauren Richardson, 03 5761 2139

SCHOOL EMERGENCY CONTACTS

Fran Cummins - Principal 0437 704 402
Richard Merton – School Administrator 0428 760 845
Sarah Lieber – President 0401 016 198
School Mobile 0419 366 361
WHAT'S IN THE PLAN

a) The plan describes the School and its environment, the potential hazards to which it is likely to be exposed and the manner in which emergencies will be managed by the School. It assumes that staff and students will be familiar with its contents and will be regularly drilled in the procedures to be adopted in an emergency. It assumes that preventative measures will have been implemented to reduce the impact of an emergency which occurs.

b) An emergency includes the following:
   i) bushfire
   j) firearms / bomb threats
   k) motor vehicle collision / impact with school or off site accident of bus or other vehicle involving School Community members.
   l) fumes / spill / leak / contamination by hazardous material
   m) fatality
   n) siege / hostage / disappearance or removal of student
   o) serious injury / serious assault / sexual assault
   p) impact by equipment / machinery / aircraft
   q) collapse / major damage to building or equipment
   r) out break of disease
   s) Major storm damage or flooding.
   t) outbreak of disease
   u) collapse / major damage to building or equipment
   v) serious injury / serious assault / sexual assault
   w) impact by equipment / machinery / aircraft
   x) bushfire
   y) outbreak of disease
   z) Major storm damage or flooding.

a) The plan is intended to be flexible. Procedures have been developed which should assist the School to manage emergencies ranging in nature and intensity from small-scale localised incidents lasting minutes or hours and which are managed by the School, to large scale incidents which require external assistance which may last for several days. It identifies roles and responsibilities of staff, students and visitors during an emergency. It describes actions to be followed in the case of specific types of emergencies.

b) All incidents likely to affect the safety and well-being of students, teachers or visitors are to be reported immediately and responded to as soon as possible. The safety and well-being of all people exposed to the emergency are to be considered at all stages of the emergency.

c) An emergency may have effects on those involved lasting long after the initial crisis has been resolved. The school recognises that in addition to implementing procedures to resolve the emergency quickly, the School may require support to assist to assist the School community to return to normal functioning. (See also Critical Incident Policy.)

d) The plan is to be reviewed annually by the School Committee of Management. In the event of an emergency, the plan is to be reviewed as soon as possible after the event to determine whether procedures in the plan were followed and whether they were adequate.

e) A copy of the plan is to be sent to local council, police and fire authorities for endorsement and to ensure that safe and correct procedures have been identified for use during emergencies.

f) At least two evacuation drills and one confinement drill will be performed each year, with observers from the Committee of Management. Evacuation drills will be done in term 4 and term 1 of each school year.

ABOUT THE SCHOOL

a) Mansfield Steiner School is located in the country town of Mansfield and it draws its students from the town, and the surrounding Shire of Mansfield. The School and Kindergarten comprises:

i) "Preschool building" made of concrete block roofed with corrugated iron, housing
   (1) Rosa Mundi Kindergarten
   (2) Morning Star room

ii) “School Building 1” made of rammed earth roofed with iron, housing
   (1) Administration & foyer
   (2) Staff room & kitchen
   (3) Library
   (4) Toilets, store room and first aid room

iii) “School Building 2” made of “timbercrete” (non-flammable) blocks, roofed with iron, housing
   (1) 2 classrooms for classes 1 to 4
   (2) Art room building
   (3) Toilets
iv) School Building 3” made of “timbercrete” (non-flammable) blocks, roofed with iron, housing
(1) 2 classrooms for classes 5 to 8

v) Science & craft room - Timber frame with rendered external walls, roofed with iron.

vi) Merton Hall, weatherboard roofed with iron:
(1) 2 x music rooms
(2) Hall
(3) Store rooms

vii) School Hall and Kitchen made of “timbercrete” (non-flammable) blocks, roofed with iron, housing
(1) Hall
(2) Kitchen
(3) Storerooms
(4) Toilets

viii) Maintenance shed & tool storage made of galvanised iron.

b) The School is located on a property of three hectares in Highett Street Mansfield. The School
population approximates about 140 including staff. Most of the staff members live in Mansfield
with some living up to twenty kilometres of the town.

c) Mansfield is located close to the alpine country of Mt Buller and Mt Stirling on the Goulburn
Valley Highway in North Eastern Victoria.

d) The School Property is NOT on the Bushfire At – Risk Register (see also the school’s bushfire
policy)

IDENTIFYING THE RISKS

Our School & Kindergarten should plan for all emergencies that may affect our workplaces. Emergencies
that are considered:

Very likely or likely (eg bushfires) should be given highest priority.

Unlikely to occur at a workplace (for example, bomb threats) should still be planned for.

Not likely to occur at a workplace or are very unlikely do not require specific planning.

Circumstances change over time and all possible emergencies need to be considered as part of the
monitoring and review process.

This policy will be reviewed at least annually.

The School is at risk each year during the bushfire season however the main risk is from grassfire from
the southwest. Its North East aspect is to a town road and on the North and South it is sided by other
residences and buildings. Town water is available and the School has its own rainwater tanks.

Other significant risks:

a) In the country a major risk for children and staff are those of snake and spider bites.
b) The School grounds on the North East side and to Highett Street include some low lying areas
which may become boggy during rainy periods.
c) Vehicle accidents, either school bus, parent or staff vehicles or excursion vehicles are always a
source of risk, including danger to pedestrians in car parking areas.
d) Issues around domestic conflict may also impact on the wider school community.
e) Communicable diseases are a threat wherever numbers of people congregate.
f) Other listed risks are of very low probability, however see also the Risk Assessment below.
The School is located approximately one kilometre from the Mansfield Hospital and two General Medical Practice Clinics and supporting services. The Country Fire Authority Centre is approx two kilometres away in the same street. The Police Centre is within two kilometers.
### RISK ASSESSMENT

### RISK ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>How serious could the injury be?</th>
<th>How likely is it to be that serious</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Likely</td>
</tr>
<tr>
<td>Death or permanent injury</td>
<td>1</td>
</tr>
<tr>
<td>Long term illness or injury</td>
<td>1</td>
</tr>
<tr>
<td>Medical attention &amp; several days off</td>
<td>2</td>
</tr>
<tr>
<td>First aid needed</td>
<td>3</td>
</tr>
</tbody>
</table>

**Severity** – is how seriously a person could be harmed  
**Likelihood** – is an estimate of how probable it is for the hazard to cause harm.

**Legend**  
1 and 2 High risk; deal with the hazard immediately  
3 and 4 Moderate risk; deal with the hazard as soon possible  
5 and 6 Low risk; deal with the hazard when able
<table>
<thead>
<tr>
<th>Nature of emergency/hazard</th>
<th>Risk associated with hazard</th>
<th>Risk rating</th>
<th>Key prevention measures include</th>
<th>Key response measures</th>
<th>Recovery measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bushfire.</strong></td>
<td>Main risk is grassfire from adjoining paddocks. No significant bushlands for over 2Km, although severe fire could cause spotting from that distance.</td>
<td>2</td>
<td>1. Have firebreaks maintained and garden rubbish, native shrubs and tree branches kept well clear of buildings 2. Conduct fire drills 3. Liaise with CFA and Mansfield Shire (see contacts page 1.) 4. Clear gutter of dry leaves/other debris</td>
<td>Notify CFA Check taps are working; fill available containers with water; leave sprinklers on; bring hoses and tap fittings indoors Remove flammable items from windows. Stay clear of windows and listen to radio and webpages for local information (see contacts page 1.) Evacuate only if lives are endangered or by direction of the CFA, or Police</td>
<td>Implement the workplace Critical Incident procedure. Re-open the workplace. Arran... affects and return the workplace to normal as soon as possible. Review the emergency plan.</td>
</tr>
<tr>
<td><strong>Death at the workplace or during a School activity</strong></td>
<td>Major accident during school activities including excursions due to inadequate risk controls Lack of emergency planning Insufficient follow-up of incidents including near misses</td>
<td>2</td>
<td>1. Safety program for workplace Awareness of OHS responsibilities for staff Communication and consultation Risk management programs in place Emergency planning complete Incident management and investigation processes in place</td>
<td>Call emergency services and ISV. Take steps to ensure safety of other students Isolate the victim, cordon off area and do not cover victim Make arrangements with Police for parents/ carers/ next of kin to be notified</td>
<td>Implement the workplace Critical Incident procedure. Arrange immediate counselling and support for staff and students. Provide simple, factual information about the death to all affected. School and campus activities should resume or continue as normally as possible. Review the emergency plan.</td>
</tr>
<tr>
<td><strong>Death of staff or student (not work related)</strong></td>
<td>Major accident or event impacting on a community (eg motor vehicle accident) Any death of a staff member or student, including ex students, which is sudden or unexpected</td>
<td>3</td>
<td>1. Appropriate procedures need to be identified for assisting staff and students deal with the grieving process and to help students (particularly younger students) to understand their reactions to the death. Affected staff may contact DECS EAP - Converge International 1800337068, or School or Regional counselling services for students</td>
<td>Implement the workplace Critical Incident procedure. School activities should continue as normally as possible. Simple, factual information about the death should be provided to all those affected. Review the emergency plan.</td>
<td>Review the emergency plan.</td>
</tr>
<tr>
<td>Earthquake/collapse of building</td>
<td>Most casualties result from falling objects and debris because the shocks can shake damage or demolish buildings and other structures. Over a period of time structures are weakened and may fail</td>
<td>4</td>
<td>Very Unlikely Potentially severe results</td>
<td>Know your area’s earthquake history Identify the age of buildings. Identify any long term structural weakness occurring.</td>
<td>Immediately evacuate the building, if possible, in case of collapse. Staff and students should take personal belongings in their immediate possession with them and proceed to the evacuation assembly area (well clear of the building) Staff and students should not delay evacuation procedures by collecting other personal belongings not in their immediate possession</td>
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<tr>
<td>Electrical hazard</td>
<td>Electrocution from faulty electrical wiring or equipment, frayed chords, bad connections, overload of power boards or other electrical fault Use of high risk electrical equipment such as handheld equipment (eg power tools, hair dryers, commercial kitchen appliances)</td>
<td>3</td>
<td>Unlikely Potentially severe results</td>
<td>Ensure testing of electrical equipment Encourage reporting of all electrical faults Consider electrical safety as part of OHS risk assessment and risk management programs Encourage general safety precautions</td>
<td>Isolate the area/hazard and provided it is safe, the following can be performed: if domestic electricity is involved switch off the current; do not cut the cable if high voltage electricity is involved (such as fallen power cables), wait until the current is disconnected ensure you - any bystanders are safe do not touch the person or any conducting material which is also in contact until the current is disconnected act immediately to arrange first aid and to contact emergency services. Warn any onlookers of the danger ensure any faulty equipment is tagged to prevent use</td>
</tr>
<tr>
<td>Explosion</td>
<td>Inadequate maintenance of gas facilities Damage to gas pipes or gas outlet</td>
<td>3</td>
<td>Unlikely Potentially</td>
<td>Maintain facilities regularly Ensure that students understand the potential risks associated with gas and are trained to use gas in a</td>
<td>Raise the alarm Notify Emergency Services – 000 (Police, Fire Brigade or Ambulance, as necessary)</td>
</tr>
<tr>
<td>Scenario</td>
<td>Severe Results</td>
<td>Safe Way as Part of Their Learning Activities</td>
<td>Consider Evacuation as Explosion May Have Weakened Building Structure or Damaged Electrical Wiring</td>
<td>Emergency Management Plan</td>
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<td>Faulty portable LPG gas tanks Fire in the school</td>
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<td>Manage the media</td>
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<td></td>
<td>Review the emergency plan</td>
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<tr>
<td>Fire</td>
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<tr>
<td>Evacuation plans not clearly communicated or not regularly tested</td>
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<tr>
<td>Staff and students are not aware or are unclear on evacuation procedures and warden responsibilities in case of fire</td>
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<td>Trees around buildings drop leaves and branches, blocking gutters and cluttering grounds</td>
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<td>3</td>
<td>Unlikely Potentially Severe Results</td>
<td>Assist all persons to evacuate Alarm: raise the alarm and follow the emergency procedures Contain: close doors close to the fire Extinguish: attempt to extinguish the fire (only if you are trained and it is safe to do so)</td>
<td>Secure the site. Do not enter the damaged site. Fires can rekindle from hidden, smouldering remains. Beware structural damage caused by fire. Damaged roofs and floors may be subject to collapse Arrange counselling for staff and students affected by the fire Implement Business Continuity Plans Return the workplace to normal as soon as possible Review the emergency plan</td>
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<tr>
<td>Flood</td>
<td></td>
<td>Monitor situation in event of forecast heavy rain.</td>
<td>Notify all staff and students of the flood warning During school hours - coordinate the safe return of students. Note busses may not be able to reach some areas. Outside of school hours – close the school and notify students and staff of the temporary closure Avoid driving or walking through floodwaters (these are the main causes of death during flooding</td>
<td>Decide when to reopen the workplace in consultation with emergency services Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by flooding Review the emergency plan</td>
<td></td>
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<tr>
<td>Fumes/chemical spill/contamination by hazardous materials</td>
<td></td>
<td>Check School regularly to identify any equipment, operations or procedures that have the potential to result in a spill Ensure material safety data sheets (MSDS) for all hazardous substances used are at hand</td>
<td>Notify emergency services (Fire Brigades -000) Clear immediate area Turn off all equipment including electrical equipment, air handling system and gas supply Close all doors (do not lock) Consider evacuation</td>
<td>Arrange clean up of chemicals with assistance of relevant emergency services Decide when to reopen the workplace, in consultation with local emergency services Provide counselling for those affected by the incident</td>
<td></td>
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</tbody>
</table>

Section L – Emergency Management Plan
<table>
<thead>
<tr>
<th>Gas leak</th>
<th>Review the emergency plan</th>
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</thead>
<tbody>
<tr>
<td>Insufficient maintenance of gas facilities</td>
<td>Ensure gas is used in a safe way in all workplaces</td>
</tr>
<tr>
<td>Damage to gas pipes or gas outlet</td>
<td>Ensure students understand the potential risks associated with gas and are trained to use gas in a safe way as part of their learning activities</td>
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<tr>
<td>Faulty portable LPG tanks</td>
<td>Ensure proper maintenance of gas facilities with at least quarterly inspections of gas appliances and supply</td>
</tr>
<tr>
<td>3 Likely and potentially severe results</td>
<td>Notify emergency services (fire brigade - 000) and person in charge</td>
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<td></td>
<td>Consider evacuation (full or partial) and assist all persons to evacuate, where possible</td>
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<td></td>
<td>Turn off all equipment including electrical equipment, air conditioning systems and gas supply</td>
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<td></td>
<td>Extinguish or remove any ignition source</td>
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<td></td>
<td>Close all doors (do not lock)</td>
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<td></td>
<td>A staff member should be designated to meet the fire brigade and direct them to the incident location</td>
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<td></td>
<td>Notify neighbouring premises down wind or down hill, where necessary</td>
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<td></td>
<td>Decide when to reopen the workplace, in consultation with local emergency services</td>
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<td></td>
<td>Implement procedures to resume workplace activities, which include arranging counseling support for anyone seriously affected by the incident</td>
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<tr>
<td></td>
<td>Review the emergency plan</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Infectious diseases</th>
<th>Review the emergency plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of awareness of at the workplace</td>
<td>Consistently apply standard precautions for infection control incorporating them into daily practice and use specific controls for particular situations</td>
</tr>
<tr>
<td>Shared facilities increase risk of infectious diseases eg schools and TAFE colleges and campuses</td>
<td>Ensure all appropriate staff understand and apply Infection Control procedures</td>
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<tr>
<td>Difficulty of reliably identifying all persons carrying infectious diseases</td>
<td>Consultation with relevant persons and organisations eg local Public Health Units, parents, cleaners, etc</td>
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<tr>
<td>Food preparation with insufficient controls</td>
<td>Encourage staff to report injuries and illnesses</td>
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<td></td>
<td>Encourage parents or carers to report infectious conditions to the school or facility if a student is absent due to illness</td>
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<td></td>
<td>Notify the local Public Health Unit if many students or staff are absent and appear to have similar symptoms, as outbreak may be occurring</td>
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<td></td>
<td>Staff should monitor students for signs of infectious disease and act promptly if an infectious disease is suspected</td>
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<td></td>
<td>Liaise with the local Public Health Unit about the return of individuals or groups to the workplace</td>
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<td></td>
<td>Work with local Public Health Unit and Shire Office to return the workplace to normal as soon as possible</td>
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<td></td>
<td>Arrange counselling for anyone affected by the emergency</td>
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<td></td>
<td>Review the emergency plan</td>
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</table>
### Threats of violence from outside persons

<table>
<thead>
<tr>
<th>Unlikely</th>
<th>Potentially severe results</th>
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<tbody>
<tr>
<td>Person wishing to inflict injury upon individuals in a workplace. Non Custodial parent breaking court order or demanding access to children</td>
<td>Awareness of parents or others with court orders or history of violent behavior</td>
</tr>
<tr>
<td>The violence occurring at the workplace may be greater if you have not considered risk factors and developed prevention strategies, for example if: there is no way of knowing whether people apart from staff and students are authorised to be on site. clear standards for students’ behaviour and communication are not in place.</td>
<td>Check security strategies eg School Watch Program, access to premises and signs</td>
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<tr>
<td></td>
<td>Crime prevention workshops</td>
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<td></td>
<td>Monitoring of incidents</td>
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<td></td>
<td>Development, practice and review of lockdown and lockout procedures</td>
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<tr>
<td>Contact Police</td>
<td>Contact emergency services</td>
</tr>
<tr>
<td>Consider school lockdown or evacuation as appropriate</td>
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<tr>
<td>Resumption of the work should only occur following discussion with the senior police officer at the scene</td>
<td></td>
</tr>
<tr>
<td>Implement procedures to resume workplace activities</td>
<td></td>
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<tr>
<td>Assess the need for, and arrange, counselling support</td>
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</tbody>
</table>

### Pedestrian accidents

<table>
<thead>
<tr>
<th>Likely</th>
<th>Potentially severe results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to major roads Insufficient pedestrian safety awareness training for students or staff Insufficient traffic controls in place</td>
<td>Traffic controls (pedestrian crossings, traffic controllers etc) Liaison with local council and Roads and Traffic Authority Issue rules in writing to parents regarding safe drop-off and pick-up of students eg no double parking, no vehicles inside the school, no allowing children to get out of vehicles on the roadside, not reversing etc</td>
</tr>
<tr>
<td>Traffic controls (pedestrian crossings, traffic controllers etc) Liaison with local council and Roads and Traffic Authority Issue rules in writing to parents regarding safe drop-off and pick-up of students eg no double parking, no vehicles inside the school, no allowing children to get out of vehicles on the roadside, not reversing etc</td>
<td>In the event of a pedestrian accident, the following procedures shall be followed: Notify Emergency Services – 000 (Police, Fire Brigade, Ambulance as required) Apply first aid using standard precautions ie avoid direct contact with blood and bodily fluids Notify parents or carers</td>
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<tr>
<td></td>
<td>Arrange counselling for those affected by the incident</td>
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<td></td>
<td>Return the workplace to normal as soon as possible</td>
</tr>
<tr>
<td></td>
<td>Review pedestrian arrangements as a matter of urgency</td>
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<tr>
<td></td>
<td>Review the emergency plan</td>
</tr>
</tbody>
</table>

### Staff or students lost or hurt on excursions

<table>
<thead>
<tr>
<th>3</th>
<th>Undertake full planning and risk assessment for excursion in accordance with School policy Ensure risk assessment is implemented and communicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy not followed Risk assessments not conducted Untested assumptions about the safety or the safety</td>
<td>Confirm student lost, where last seen Contact emergency services Implement search plan with emergency services (bushwalks)</td>
</tr>
<tr>
<td></td>
<td>Provide counselling for those affected by the emergency Manage the media Review the emergency plan</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
</tr>
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<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td><strong>Storms</strong></td>
<td>Danger from high winds where trees located on or around the workplace are not regularly checked and trimmed.</td>
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<td></td>
<td>Roofs in need of repair. Excursion activities undertaken without risk assessment.</td>
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<tr>
<td><strong>Suicide</strong></td>
<td>Attempted suicide may increase in the workplace community following a suicide. Increased monitoring of students is essential.</td>
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<td><strong>Drought</strong></td>
<td>Over a period of time structures are weakened, crack and may fail. Staff and students maybe at risk from falling objects.</td>
</tr>
</tbody>
</table>
a) **The School Administrator** – Richard Merton - is to coordinate activity during an emergency. In the absence of the Administrator, the School Administration Officer – Sally Singleton - will carry out the role of coordinator. The School Administrator must arrange that one of these people will be at the School at all times.

i) The coordinator is responsible for:

1. Notification of the emergency services
2. Alerting staff and students about the emergency
3. Evacuation of staff, students and visitors
4. Provision of resources to manage the emergency
5. Liaison with emergency services
6. Delegation of duties to staff as required
7. Communication with staff, students and parents
8. Maintenance of staff and student welfare

ii) The coordinator should, if possible, delegate a sub-coordinator to assist in the above. Generally this will be the office assistant. This person must remain in close contact with the coordinator at all times.

iii) In the event of a fire, if safe to do so, the coordinator will delegate someone to close the valve on gas supply cylinder, located next to the science room.

iv) The coordinator or a delegated person will take the School Server Backup drive and keep it safe, taking offsite when possible.

b) **Teachers in charge** are responsible for the safe and orderly evacuation of students when instructed by the coordinator to do so. Specialty teacher will return children to the charge of Class teachers as soon as possible, but will not leave children unsupervised. Teachers will:

i) Turn off all appliances if time permits, including stoves, heaters, pilot lights and light switches. Close doors and windows before leaving the classroom.

ii) check storerooms and toilets as indicated on the Classroom Emergency Action Card.

iii) Take the Emergency Action Card and Attendance Roll, to the evacuation assembly area. The pack contains:

iv) Assembly point map

v) Evacuation procedure

vi) Release form

vii) ensure that students are accounted for, marking the roll at the evacuation point.

viii) Class Teachers must supervise their students at all times.

c) **All other staff** will be directed by the coordinator during the emergency and should not initiate any action related to the emergency without the coordinator’s authorisation. This does not prevent a Teacher taking action, which minimises the nature of the emergency such as using a fire extinguisher on a fire or administering first aid to a student to reduce the effects of an injury.

d) Any staff member given a task to complete by the coordinator must advise the coordinator when it has been completed.

e) The School Administrator will ensure Emergency action packs are available in all rooms and are up to date.

f) A brief rundown about the Emergency Action Packs will be given by the School Administrator at the start of each year at the full staff meeting.

g) Teachers are responsible for keeping an Emergency Action Card in a prominent position in their Classroom.

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**COMMUNICATIONS: KEEPING IN TOUCH WITH EVERYONE**

a) A warning siren will be sounded when there is an emergency to alert the School. All staff must be familiar with the different siren sounds for evacuation or confinement.

b) Further information may be advised by internal phone system or loud hailer.
c) The Kindergarten building, Merton Hall, Building 3 and Melliodora Hall may be contacted via the internal phone system.

d) The general office telephone is only to be used for emergency communications. The Administrator’s telephone is to be used during an emergency by the coordinator to liaise with emergency services and the regions emergency management office.

e) The Municipal Emergency Service Officer and the Shire Recovery Officer are to be notified immediately about any emergency.

f) Parents attending the School are to be directed to the where a member of the staff of Governance Committee nominated by the coordinator will be available to provide information concerning the welfare of students and other information about the emergency. The coordinator will also designate the area to be established as an information centre, offshore if possible.

g) In the event that the media arrives at the School they should be directed to the information centre coordinator. Only the delegated person can speak to the media.

**ALL ABOUT EVACUATION**

h) Upon hearing the Evacuation siren, Teachers must immediately enact Evacuation Procedure as described in the Evacuation Pack in their classrooms. No teacher is to leave students unsupervised.

i) Students must have footwear, appropriate clothing for outdoors, but not take bags.

j) When moving to the designated evacuation area students must be moved away from the danger zone and not towards or through the affected area.

k) Evacuation will be in the first instance to the designated evacuation point; the Library courtyard. Note that in case of evacuation in the school, the Early Childhood will be contained within their own building. In case of evacuation of the Preschool, the school will be contained in their classrooms. The coordinator will inform if further evacuation is required.

l) Evacuation beyond the School may be required if the emergency affects the whole School. The yard of the Autistic Centre can be used for this purpose, which has facilities for food, water, shelter and toilet facilities.

m) No student is to leave the School or the evacuation area with a parent or other adult unless authorisation to do so has been given by the coordinator. Once authorisation is given, the responsible Class teacher must complete the sheet which is in the evacuation pack (Appendix 1).

n) Staff and Students must remain at the evacuation point, until the all clear signal, or instructions for further evacuation is given.

**ALL ABOUT CONFINEMENT**

a) Upon hearing the confinement siren, all students and staff must proceed as quickly as possible to their normal classrooms.

b) Teachers on playground duty should facilitate this, and must check the boundaries to ensure all students are responding.

c) Specialist teachers and visitors should go to the staff room.

d) Class teachers must mark each student on the roll as they enter.

e) Doors and windows must be closed and locked.

f) Staff and Students must remain in the classroom until the all clear siren is sounded.

**SUPPORTING THOSE AFFECTED**

a) The School Administrator will convene a recovery management group when staff or students have been traumatised or are likely to suffer long-term effects as a result of their exposure to an emergency. The group which will include Staff, Management, Association members, Parents and Friends will be responsible for development and implementation of a recovery program to those affected.

b) Critical incident plan will be followed if appropriate. (see below).
COORDINATOR’S CHECKLIST:

IF INFORMED OF AN INCIDENT REQUIRING EVACUATION:

a) Activate evacuation siren
b) Ring relevant emergency service
c) Have mobile phone, first aid kit, current backups, in possession
d) Emergency Manual contains, phone list, student emergency information, site map
e) If safe to do so, check all rooms, close doors & windows.
f) If safe to do so, remain in or near office until emergency services arrive
g) Liaise with emergency services to find appropriate time for children to be released to parents
h) Report to teachers as required. Sound All clear when appropriate

IF INFORMED OF AN INCIDENT REQUIRING CONTAINMENT:

a) Activate Containment siren
b) If appropriate lock doors and windows
c) Ring appropriate emergency services
d) Have mobile phone, first aid kit, current backups, in possession
e) Emergency Manual contains, phone list, student emergency information, site map
f) If safe to do so, remain in or near office until emergency services arrive
g) Liaise with emergency services to find appropriate time for children to be released to parents
h) Report to teachers as required. Sound All clear when appropriate.

TRIGGER EVENTS

BUSHFIRE

Although our school is not at high risk from bushfire, and is not in a designated “High Risk” category, we still may be impacted on by bushfire in a number of ways:

a) Going fire, including grassfire, within 2 Km of the school, including possibility of spotting.
   i) Containment will be enacted in first instance, reviewed in consultation with authorities.
   ii) If direct impact onto the School property seems possible, evacuation to safe place will be enacted as per policy.

b) Bus travel
   i) On days designated “catastrophic” or “Code Red” no school buses will run. School will remain open with attendance of students at the discretion of parents.
   ii) If there is a going fire, bus drivers have discretion not to drive into any area considered dangerous. There is a risk that children may be “stranded” at school not able to get home. Parents will be advised in advance to have an emergency plan for their children in this circumstance. As a last resort only the school will be available for overnight accommodation, negotiated between staff and parents.