

# Maroona Primary School

## Emergency and Critical Incident Management Plan 2020-2021



**7431 Mortlake-ararat Road, Maroona, VIC, 3377**  
**03 5354 7622 / maroona.ps@education.vic.gov.au**

**Department of Education and Training**

**Date Approved: 17/09/2020**

## Purpose

The purpose of this Emergency and Critical Incident Management Plan (EMP) is to provide a detailed plan of how this school campus will prepare and respond to emergencies and critical incidents that may impact on student and/or staff health, safety and well-being and/or school operations.

## Context

Schools have the authority to activate their EMPs when an event warrants a response. Schools should know how to access multiple information sources including the VicEmergency app, <https://www.emergency.vic.gov.au>, emergency services and/or the Department of Education and Training.

All principals and key school staff should download the VicEmergency app on their phone with a watch zone around their school to receive alerts and information regarding hazards and incidents in their vicinity.

Should the principal or school be made aware of an emergency in the local area, the principal or nominated person will consult the following sources for information:

1. Call '000' for life-threatening or time critical emergencies.
2. Contact the Incident Support and Operations Centre (ISOC) on 1800 126 126.
3. Seek support from your region/regional Manager, Operations and Emergency Management or Emergency Management Support Officer if required.
4. Check the VicEmergency app or [www.emergency.vic.gov.au](https://www.emergency.vic.gov.au) for up to date information on warnings and incidents.
5. Contact your Senior Education Improvement Leader.
6. Check the Department of Education and Training web site for incident updates.

## Distribution List

| Name             | Position Title and Organisation Name | Communication Date | Email or Postal Address              |
|------------------|--------------------------------------|--------------------|--------------------------------------|
| Darren Beer      | Principal Maroona PS                 |                    | beer.darren.s@edumail.vic.gov.au     |
| Angela Reynolds  | P-2 teacher                          |                    | reynolds.angela.m@edumail.vic.gov.au |
| Jacqui Eastick   | 3-6 teacher                          |                    | eastick.jacqui.m@edumail.vic.gov.au  |
| Leanne McCready  | Business Manager                     |                    | mccready.leanne.l@edumail.vic.gov.au |
| Dominique Sparks | School Council President             |                    | dom@balancingrock.com.au             |
| Neil Robertson   | Maroona CFA Captain                  |                    | gledfield@bigpond.com                |



## Facility Profile

|                                                             |                                                                     |
|-------------------------------------------------------------|---------------------------------------------------------------------|
| <b>School Name/Campus Name</b>                              | <b>Maroona Primary School</b>                                       |
| <b>Address</b>                                              | 7431 Mortlake-ararat Road, Maroona, VIC, 3377                       |
| <b>Phone</b>                                                | 03 5354 7622                                                        |
| <b>Email</b>                                                | maroona.ps@education.vic.gov.au                                     |
| <b>Fax</b>                                                  | 03 5354 7536                                                        |
| <b>DET Region</b>                                           | SOUTH-WESTERN VICTORIA                                              |
| <b>DET Area</b>                                             | Central Highlands Area                                              |
| <b>LGA</b>                                                  | Ararat (RC)                                                         |
| <b>BOM/Fire District</b>                                    | South West District                                                 |
| <b>Is your school on Bushfire At- Risk Register?</b>        | Yes                                                                 |
| <b>Bushfire At-Risk Register Category</b>                   | Category 3                                                          |
| <b>Operating Hours</b>                                      | 8:00 - 5:00                                                         |
| <b>Number of Students</b>                                   | 35                                                                  |
| <b>Number of Staff</b>                                      | 6                                                                   |
| <b>Number of Buildings</b>                                  | 3                                                                   |
| <b>Is the School a designated Neighborhood Safer Place?</b> | No                                                                  |
| <b>Shelter-In-Place Location</b>                            | The grade3-6 classroom is the designated shelter in place location. |
| <b>On-site Evacuation Location</b>                          | netball court                                                       |
| <b>Off-site Evacuation Location</b>                         | service road entrance                                               |

|                                                                   |                                                       |
|-------------------------------------------------------------------|-------------------------------------------------------|
| <b>Typical method used for communications to school community</b> | School newsletter, phone calls, text messages, emails |
| <b>Is this school has other services or users of the site?</b>    | No                                                    |

## Other Services/Users of Site

| Service/User Name | Location | Number of Student or Visitor | Emergency Contact | Phone | Mobile |
|-------------------|----------|------------------------------|-------------------|-------|--------|
|                   |          |                              |                   |       |        |

## Building Information Summary

### Telephones (landlines)

| Location                                                         | Number     |
|------------------------------------------------------------------|------------|
| in each classroom, in administration area and in photocopy room. | 0353547622 |

### Alarms

| Description | Location     | Monitoring Company | Number       |
|-------------|--------------|--------------------|--------------|
| Fire        |              |                    |              |
| Intrusion   | front office | Sectrol Security   | front office |
| Other       |              |                    |              |

### Utilities

| Description   | Location                                                          | Service Provider | Location of shutoff Instructions                                                             |
|---------------|-------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------|
| Gas / Propane | Large Gas cylinder at front of school (East Side) in locked cage. | ELGAS            | Shutoff valves at each main building. Eastern side of administration building. South side of |

|             |                                     |           |                                               |
|-------------|-------------------------------------|-----------|-----------------------------------------------|
|             |                                     |           | Mod 5. South Western corner of 3-6 classroom. |
| Water       | All school water is tanks           | n/a       | Each tank has valve.                          |
| Electricity | Main metre box in staff/admin room. | Powercorp | Turn off at main metre box                    |

## Sprinkler System

|                                      |  |
|--------------------------------------|--|
| <b>Control Valve Location</b>        |  |
| <b>Shutoff Instructions Location</b> |  |

## Boiler Room

|                 |  |
|-----------------|--|
| <b>Location</b> |  |
| <b>Access</b>   |  |

## Emergency Power System

|                                      |                                         |
|--------------------------------------|-----------------------------------------|
| <b>Type</b>                          | diesel generator                        |
| <b>Location</b>                      | south of front office, next to building |
| <b>Provides power to</b>             | classrooms, offices                     |
| <b>Shutoff Instructions Location</b> | front office                            |

## Building and Site Hazards

| <b>Location</b>    | <b>Number</b>                                |
|--------------------|----------------------------------------------|
| Large LPG Gas tank | At East or Front of school in locked cage.   |
| Cleaners materials | In small shed on west side of netball court. |

|                |                                             |
|----------------|---------------------------------------------|
| Mower and fuel | In small shed on west side of netball court |
|----------------|---------------------------------------------|

## Additional Profile Information

|                        |                                                                                    |
|------------------------|------------------------------------------------------------------------------------|
| <b>Additional Info</b> | <b>There is now a key safe located near the sliding door in the front building</b> |
|                        |                                                                                    |



## Emergency Kit Checklist

| Checklist                                                                                         | Yes / No |
|---------------------------------------------------------------------------------------------------|----------|
| Student data and parent contact information (contained in EMP)                                    | Yes      |
| Student and staff with additional needs list (contained in EMP) including any student medications | Yes      |
| Staff contact information                                                                         | Yes      |
| Student Release Forms/sign out book                                                               | Yes      |
| List of staff on the IMT                                                                          | Yes      |
| Traffic/emergency safety vests and tabards                                                        | Yes      |
| Facility keys                                                                                     | Yes      |
| Standard portable First Aid Kit. Refer to First Aid Kits Contents Checklist                       | Yes      |
| A charged mobile phone and charger/s                                                              | Yes      |
| Torch with replacement batteries (or wind up torch)                                               | Yes      |
| Whistle                                                                                           | Yes      |
| Megaphone                                                                                         | Yes      |
| Portable battery powered radio                                                                    | Yes      |
| Copy of facility site plan and EMP including evacuation routes                                    | Yes      |
| Water                                                                                             | Yes      |
| Sunscreen and spare sunhats                                                                       | Yes      |
| Plastic garbage bags and ties                                                                     | Yes      |
| Toiletry supplies                                                                                 | Yes      |
| Sanitary products                                                                                 | Yes      |

## Review Emergency kit checked date

|                                   |            |
|-----------------------------------|------------|
| <b>Date emergency kit checked</b> | 17/09/2020 |
| <b>Next check date</b>            | 30/06/2021 |

## Drill Schedule

| School Term       | Drill Type                                   | Contact Person | Schedule Date | Actual Date |
|-------------------|----------------------------------------------|----------------|---------------|-------------|
| January           |                                              |                |               |             |
| February          |                                              |                |               |             |
| March             | Evacuation/relocation drills/children/staff  | Principal      | 23/03/2021    | 21/03/2019  |
| April             |                                              | Principal      | 16/04/2018    | 16/04/2018  |
| May/ June         | Lock Down Drill                              | Principal      | 01/06/2021    | 18/06/2019  |
| July/Aug.         | Intruder drill                               | Principal      | 03/08/2021    |             |
| September/October | Evacuation/relocation Drills/ children/staff | Principal      | 05/10/2021    | 25/10/2018  |
| November/December | CFA training on fires and bushfires          | Principal      | 26/11/2021    | 03/12/2018  |

## First Aid Training

| Staff Member    | Training Completed                          | Date Qualified To |
|-----------------|---------------------------------------------|-------------------|
| Darren Beer     | Level 2 Workplace CPR Anaphylaxis<br>Asthma | 30/04/2019        |
| Angela Reynolds | Level 2 Workplace CPR Anaphylaxis<br>Asthma | 30/04/2019        |
| Jacqui Eastick  | Level 2 Workplace CPR Anaphylaxis<br>Asthma | 30/04/2019        |
| Pauline Graham  | Level 2 Workplace CPR Anaphylaxis<br>Asthma | 30/04/2019        |

## Other Training Record

| Staff Member | Training Type | Date |
|--------------|---------------|------|
|              |               |      |

## Students or Staff with Additional Needs

*To ensure adherence to the provisions of the Information Privacy Act 2000 you should not record personal details here.*

*Add summary of those with additional needs or medical conditions below, without including personal details.*

| Category    | Number of Staff | Number of Students |
|-------------|-----------------|--------------------|
| Anaphylaxis | 0               | 1                  |
| Asthma      | 0               | 1                  |

# Risk Assessment

| Identified Hazards        | Description of Risk                                                                                                                                                                                                                                                                                                                                                                                                                                         | Existing Controls                                                                                                                                                                                                                                                                                                                                                                                                                              | Effectiveness of existing controls | Risk Rating                                                                                | Controls to be implemented                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Revised Risk Rating                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Bushfire/Grassfire        | Probable Cause Maroona Primary School is situated in a rural area. There is farmland to the school's north and western boundaries. It has been declared a Code Red School. Most probable consequence: Serious injury from smoke inhalation. Psychological damage. Fatality and/or permanent disability                                                                                                                                                      | <ul style="list-style-type: none"> <li>Clearing of combustible materials from around school before the fire season.</li> <li>Emergency response drills twice each year.</li> <li>EMP reviewed before fire season.</li> <li>Staff and community aware of plan and their roles.</li> </ul> Liaise with adjacent farmers to provide fire breaks around school.                                                                                    | Acceptable                         | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>High | On Code Red Days, the school will not be open and buses will not run. All parents are aware of this and will be notified at least the day before any closure.<br>On days of extreme fire danger, the school has determined not to relocate or to close as it is considered safer for students to be at the school rather than spread around the district. The school is on two main roads and hence evacuation by road is possible if necessary.<br>All staff will monitor CFA and BoM websites | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>High  |
| INTRUDER/ PERSONAL THREAT | Cause: Unknown/known person entering school grounds or buildings and verbally and /or physically causing harm due to: <ul style="list-style-type: none"> <li>Custodial dispute</li> <li>Police operation/pursuit of an offender</li> <li>Parent dispute with the school</li> <li>Drug affected or mentally unstable person</li> <li>Argument between students' parents</li> </ul> Consequences: Physical and psychological injury to staff and/or students. | <ul style="list-style-type: none"> <li>All visitors are reported to teachers and/or directed to principal.</li> <li>Parents and community members are encouraged to be involved in school activities.</li> <li>If custody / court orders are an issue, all teachers and staff are aware and parents are advised of the expected behaviour and processes to be followed.</li> </ul> Stranger danger discussed with students at least each year. | Acceptable                         | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium    | Staff will be provided with training to manage aggressive people or diffuse tense situations. <ul style="list-style-type: none"> <li>Parent issues will be shared with staff if appropriate.</li> <li>All unknown adults on grounds will be directed to principal.</li> </ul> If there is an escalation of intruder incidents, the school will consider seeking advice from police and the department of education on means to dissipate such incidents.                                        | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium     |
| Building fire             | Risk of injury from burns or smoke inhalation                                                                                                                                                                                                                                                                                                                                                                                                               | Fire services equipment (extinguishers, Fire blankets) is tested and tagged as per Australian Standards. <ul style="list-style-type: none"> <li>Kitchen area has extinguisher, fire blanket available and staff are in attendance during any cooking activity.</li> </ul> Electrical equipment is tested and damaged equipment is disposed of.                                                                                                 | Acceptable                         | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Possible<br><b>Risk Level</b><br>High  | Communication between rooms practised in drills to be efficient and timely.<br>Extinguisher use discussed with all staff.                                                                                                                                                                                                                                                                                                                                                                       | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>Medium |
| SEVERE WEATHER AND STORMS | Risk of injury due to wind-borne objects.                                                                                                                                                                                                                                                                                                                                                                                                                   | Half yearly check of trees around school grounds especially near buildings.<br>Children not allowed out of buildings during severe winds.                                                                                                                                                                                                                                                                                                      | Acceptable                         | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Possible<br><b>Risk Level</b><br>High  | Monthly check of grounds for rubbish and issues with trees.                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>Medium |

|                                        |                                                                                                                                                                                                        |                                                                                                                                                                                                          |            |                                                                                             |                                                                                                               |                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| BOMB THREAT                            | Physical or psychological injury                                                                                                                                                                       | Checklist in each room with phone.<br>Evacuation drill practised regularly                                                                                                                               | Acceptable | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium    | All staff aware of checklist and able to deal with phone call.                                                | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium   |
| SCHOOL BUS ACCIDENT / VEHICLE INCIDENT | Risk of fatality or serious injury.                                                                                                                                                                    | All drivers licenced<br>Bus company trains drivers in safety procedures and provides with emergency details and equipment<br>Adverse weather conditions and road conditions are monitored by bus company | Acceptable | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>High  | Liaise with Bus Company about safety issues<br>Children instructed about safety on buses                      | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>High |
| Intruder                               | Physical or psychological injury could occur to staff, students, visitors or contractors if threatened or physically assaulted by an intruder. There is a risk that property could be damaged.         | Intruder drills are practised annually<br>clear signage directing visitors to the office<br>older students trained in making emergency calls                                                             | Acceptable | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium    |                                                                                                               |                                                                                            |
| Bomb/substance threat                  | Physical or psychological injury could occur to staff, visitors or contractors.                                                                                                                        |                                                                                                                                                                                                          |            |                                                                                             |                                                                                                               |                                                                                            |
| Severe weather event                   | Risk of roof down flooding<br>Risk of injury<br>Risk of property damage.<br>Physical injury to staff or students<br>Stress or psychological injury requiring clinical support for multiple individuals |                                                                                                                                                                                                          |            |                                                                                             |                                                                                                               |                                                                                            |
| Influenza pandemic                     | Risk of health and possible death (in extreme cases)                                                                                                                                                   |                                                                                                                                                                                                          |            |                                                                                             |                                                                                                               |                                                                                            |
| Loss of essential services             | Lack of availability of school resources such as computers<br>Lack of availability of fresh drinking water and water for flushing toilets                                                              | School has purchased a diesel generator so that the school can continue to run in the event of a power outage                                                                                            | Acceptable | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>Medium |                                                                                                               |                                                                                            |
| Snakes                                 | Risk of injury to staff and students<br>Stress or psychological injury                                                                                                                                 | Lawns and grounds to be maintained by landscapers leading into summer<br>Snake repellent to be installed in October                                                                                      | Effective  | <b>Consequence</b>                                                                          | Students instructed to play in specific areas of the playground<br>Snake repellent to be installed in October |                                                                                            |

|                      |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                             |                                                                                                                                                                                                                               |                                                                                          |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                      | requiring clinical support for multiple individuals                                                                                                                                                                                                                                                                                | Students instructed on what to do if they see a snake<br>Students instructed to play in specific areas of the playground                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | Major<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>Medium                       |                                                                                                                                                                                                                               |                                                                                          |
| Child Abuse          | Probable causes: Domestic violence; Substance abuse; Stress/isolation; Mental health problems/intellectual disability; Lack of parenting skills<br>Probable consequences: Physical and psychological trauma/distress/injury; Depression/apathy; Inability to concentrate; Emotional/behavioural/learning problems; Eating Disorder | <ul style="list-style-type: none"> <li>Recognise indicators of Child Abuse</li> <li>Child Safe Standards</li> <li>PROTECT protocol</li> <li>Student Critical Incident Advisory Line</li> <li>Student Support Services/Student Welfare Coordinator</li> </ul>                                                                                                                                                                                                                                                                                                                         | Acceptable | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium    |                                                                                                                                                                                                                               |                                                                                          |
| Information Security | Probable Causes: Hacking; Malware virus; Unprotected systems/passwords; Accidental<br>Probable consequences: Inconvenience Inability to access/use computer system; Loss/corruption of files/data; privacy breach                                                                                                                  | <ul style="list-style-type: none"> <li>Privacy (including DET's Schools' Privacy Policy)</li> <li>Privacy, Department provided software</li> <li>Privacy (requests for Information about Students)</li> <li>Acceptable use of ICT Resources</li> <li>Staff member manages and reviews school's privacy practices</li> <li>Regular privacy audit to determine what information the school collects, how it is used and with whom information is shared.</li> <li>Examine data security arrangements</li> <li>BYOD usage and guidelines</li> <li>Password protocols for ICT</li> </ul> | Acceptable | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>Medium |                                                                                                                                                                                                                               |                                                                                          |
| Medical Emergency    | Probable causes: Accident/misadventure; known/unknown illness<br>Probable consequences: Ill health, recuperation; hospitalization; impact on continuity of education; Psychological distress for those witnessing incident                                                                                                         | <ul style="list-style-type: none"> <li>Staff trained in first aid</li> <li>First Aid Kit</li> <li>Staff observant to signs of illness</li> <li>Medical history – staff/students</li> <li>First Aid and Infection Control Procedure</li> <li>Medication Authority Form and authority to administer</li> </ul>                                                                                                                                                                                                                                                                         | Acceptable | <b>Consequence</b><br>Major<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>Medium |                                                                                                                                                                                                                               |                                                                                          |
| Mental Stress        | Probable causes: Exposure to distressing event; Anxiety/depression; illness<br>Probable consequences: Psychological trauma/distress; Attempted suicide; Suicidal ideation/self-harm; Interrupted learning                                                                                                                          | <ul style="list-style-type: none"> <li>Student Support Services</li> <li>Well-being staff in school</li> <li>SafeMinds</li> <li>Navigator Program</li> <li>Student Engagement and Inclusion Guidance</li> <li>Building Resilience Framework</li> <li>Victorian Anti-bullying and Mental Health Initiative</li> </ul>                                                                                                                                                                                                                                                                 | Acceptable | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Unlikely<br><b>Risk Level</b><br>High  | All staff to receive training in mental health first aid<br>Staff to implement the Resilience Project curriculum across the school and promote the key principles of gratitude, mindfulness and empathy across the community. | <b>Consequence</b><br>Severe<br><b>Likelihood</b><br>Rare<br><b>Risk Level</b><br>Medium |



|                                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |                                                                                                         |  |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------|--|
| <p>Missing person - school or school camp/excursion</p> | <p>Probable causes; Lost or separated whilst on camp/excursion; Truancy; Unknown - i.e. distress Probable consequences: injury; interrupted education; psychological trauma/distress</p>                                                                                | <ul style="list-style-type: none"> <li>• School records attendance</li> <li>• Student engagement policy to promote school attendance and address truancy, which is staged</li> <li>• Recess and lunchtime supervision.</li> <li>• Behaviour Support Plans to address individual truancy.</li> <li>• Student Activity Locator to be completed ahead of all camps (which includes outlining all students to attend camp)</li> <li>• List of students to attend camp to be held at school site and by Teacher in Charge on camp.</li> <li>• School excursion/camp risk assessment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Effective</p> | <p><b>Consequence</b><br/>Major<br/><b>Likelihood</b><br/>Unlikely<br/><b>Risk Level</b><br/>Medium</p> |  |
| <p>Traumatic Death/Injury/Grief</p>                     | <p>Probable causes: Accident/misadventure; Existing illness; Sudden medical emergency Probable Consequences: Distress/anger; Disruption to school operations; Disruption to school operations; Stress, psychological injury, impact on well-being requiring support</p> | <ul style="list-style-type: none"> <li>• Student Support Services</li> <li>• Well-being staff in school</li> <li>• Managing Trauma Guide</li> <li>• Incident Support and Operations Centre referrals</li> <li>• Employee Assistance Program</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Effective</p> | <p><b>Consequence</b><br/>Severe<br/><b>Likelihood</b><br/>Rare<br/><b>Risk Level</b><br/>Medium</p>    |  |
| <p>Violence, Aggression and/or harassment</p>           | <p>Probable causes: underlying abuse or exposure to family violence; developmental factors Probable Consequences: physical or psychological harm; Disruption to learning/continuity of education</p>                                                                    | <p><u>Site based policies and strategies</u></p> <ul style="list-style-type: none"> <li>• Lunchtime and recess supervision</li> <li>• School based security measures e.g. duress alarm, CCTV</li> <li>• Behavioral Code of Conduct</li> <li>• School social media strategies to address online harassment</li> <li>• Requirement for multiple staff to be present at meetings or incidents involving aggressive parent or student</li> </ul> <p><u>School pursues specific interventions or referrals as required/appropriate:</u></p> <ul style="list-style-type: none"> <li>• Trespass order</li> <li>• Child Protection referral</li> <li>• Family violence referral</li> </ul> <p><u>Specific supports for students with challenging behaviors and interventions:</u></p> <ul style="list-style-type: none"> <li>• Referral to Student Support Services (SSS)</li> <li>• School Wide Positive Behaviour Support strategies (Behaviour Support Plans etc.)</li> <li>• Restraint and Seclusion procedures</li> <li>• Respectful Relationships</li> <li>• Health and Human Services Behaviour Support Services</li> <li>• More advanced supports accessed as appropriate e.g. Engagement of a Student Support Services visiting professional</li> <li>• School welfare officer/coordinator engaged</li> </ul> <p><u>Training</u></p> <ul style="list-style-type: none"> <li>• Diffusion strategies and training for staff</li> <li>• Conflict management training</li> </ul> | <p>Effective</p> | <p><b>Consequence</b><br/>Severe<br/><b>Likelihood</b><br/>Rare<br/><b>Risk Level</b><br/>Medium</p>    |  |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Awareness training and resources – Building Resilience and Preventing Radicalisation to Violent Extremism</li> </ul> <p><u>Specific support for teacher/staff in dealing with challenging behaviours</u></p> <ul style="list-style-type: none"> <li>• Employee Assistance Program (EAP) for impacted staff</li> <li>• Principal Mentor Program</li> <li>• Proactive Wellbeing Supervision</li> <li>• Principal Health Checks</li> <li>• Early Intervention Principal Support Service</li> </ul> <p><u>Refer to additional resources for impacted persons</u></p> <ul style="list-style-type: none"> <li>• School breakfast club (where available)</li> <li>• School wide Positive Behaviour Support</li> <li>• Koori inclusive School Wide Positive Behaviour Support</li> </ul> |  |  |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

# Core Emergency Response Procedures

| Core Procedures                                | Procedure Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>On-Site Evacuation/Relocation Procedure</p> | <p>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.</p> <ul style="list-style-type: none"> <li>• Call <b>000</b> and inform emergency services of the nature of the emergency.</li> <li>• Evacuate students, staff and visitors out of the building to the first onsite evacuation point, the north end of the netball court. If this is an inappropriate site due to the prevailing conditions, a second site would be in the south west corner of the school ground. .</li> <li>• Report the emergency and evacuation to Incident Support and Operations Centre (24 hour, 7 days) on 1800 126 126.</li> <li>• Take the student attendance list, staff attendance list, your Emergency Kit/First Aid Kit and this Plan.</li> <li>• Once at your primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.</li> <li>• Ensure communications with emergency services is maintained.</li> <li>• Wait for emergency services to arrive or provide further information.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Maintain a record of actions/decisions undertaken and times.</li> <li>• Confirm with emergency service personnel that it is safe to return to normal operations.</li> <li>• Contact parents as required.</li> </ul> <p><b>Actions After On-Site Evacuation/Relocation Procedure</b></p> <ul style="list-style-type: none"> <li>• Ensure any students, staff or visitors with medical or other needs are supported.</li> <li>• Advise the Incident Support and Operations Centre and the region (regional Manager, Operations and Emergency Management) that the evacuation is over.</li> <li>• Determine whether to activate your parent re-unification process.</li> <li>• Determine if there is any specific information students, staff and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).</li> <li>• Contact the SSSO Network Coordinator if required.</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776.</li> <li>• Print and issue pre-prepared parent letters and give these to students to take home.</li> <li>• Ensure all staff are made aware of Employee Assistance Program contact details.</li> <li>• Seek support from your region/regional Manager, Operations and Emergency Management if required.</li> <li>• Undertake operational debrief with staff and Incident Management Team to review any on-site evacuation and procedural changes that may be required.</li> <li>• Complete your Post Emergency Record.</li> </ul> |
| <p>Off-Site Evacuation Procedure</p>           | <p>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.</p> <ul style="list-style-type: none"> <li>• Call <b>000</b> and inform emergency services of the nature of the emergency.</li> <li>• Identify which off-site assembly point you will evacuate staff, students and visitors to.</li> <li>• Evacuate staff, students and visitors to south of the school drive in area, past the school mailbox. If this is not appropriate, consider crossing the road and walking children to the Maroona Recreation Reserve, about 400m south of the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                            | <ul style="list-style-type: none"> <li>• Report the emergency and evacuation to Incident Support and Operations Centre (24 hour, 7 days) on 1800 126 126.</li> <li>• Take the students attendance list, staff attendance list, your Emergency Kit/First Aid and this Plan.</li> <li>• Once at primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.</li> <li>• Ensure communications with emergency services is maintained.</li> <li>• Wait for emergency services to arrive or provide further information.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Maintain a record of actions/decisions undertaken and times.</li> <li>• Confirm with Emergency Service personnel that it is safe to return to normal operations.</li> <li>• Contact parents if required.</li> </ul> <p><b>Actions After Off-Site Evacuation Procedure</b></p> <ul style="list-style-type: none"> <li>• Ensure any students, staff or visitors with medical or other needs are supported.</li> <li>• Advise the Incident Support and Operations Centre and the region (regional Manager, Operations and Emergency Management) that the evacuation is over.</li> <li>• Determine whether to activate your parent re-unification process.</li> <li>• Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776.</li> <li>• Contact the SSSO Network Coordinator if required.</li> <li>• Print and issue pre-prepared parent letters and give these to students to take home.</li> <li>• Ensure all staff are made aware of Employee Assistance Program contact details.</li> <li>• Seek support from your region/regional Manager, Operations and Emergency Management if required.</li> <li>• Undertake operational debrief with staff and Incident Management Team to review any off-site and procedural changes that may be required.</li> <li>• Complete your Post Emergency Record.</li> </ul> |
| <p>Lock-Down Procedure</p> | <p>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.</p> <ul style="list-style-type: none"> <li>• Call <b>000</b> and inform emergency services of the nature of the emergency.</li> <li>• Initiate the lock-down and provide instructions to staff e.g. close internal doors and windows, relocate to 3-6 classroom and lower blinds..</li> <li>• Check that all external doors (and windows if appropriate) are locked.</li> <li>• If available, allocate staff to be posted at locked doors to allow students, staff and visitors to enter if locked out.</li> <li>• Report the emergency and lock-down to the Incident Support and Operations Centre (24 hour, 7 days) on 1800 126 126.</li> <li>• Divert parents and returning groups from the school if required.</li> <li>• Ensure a telephone line is kept free.</li> <li>• Keep public address system free.</li> <li>• Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.</li> <li>• If safe to do so, have a staff member wait at the main entry to the school to guide emergency services personnel.</li> <li>• As appropriate, ascertain that all students, staff and visitors are accounted for.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                           | <ul style="list-style-type: none"> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• As appropriate, confirm with emergency services personnel that it is safe to return to normal operations.</li> <li>• Maintain a record of actions/decisions undertaken and times.</li> <li>• Contact parents as required.</li> </ul> <p><b>Actions After Lock-Down Procedure</b></p> <ul style="list-style-type: none"> <li>• Ensure any students, staff or visitors with medical or other needs are supported.</li> <li>• Determine whether to activate your parent re-unification process.</li> <li>• Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).</li> <li>• Advise the Incident Support and Operations Centre and the region (regional Manager, Operations and Emergency Management) that the lock-down is over.</li> <li>• Print and issue pre-prepared parent letters and give these to students to take home.</li> <li>• Contact the SSSO Network Coordinator if required.</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776.</li> <li>• Ensure all staff are made aware of Employee Assistance Program contact details.</li> <li>• Seek support from your region (regional Manager, Operations and Emergency Management) if required.</li> <li>• Undertake operational debrief with staff and Incident Management Team to review any lock-down and procedural changes that may be required.</li> <li>• Complete your Post Emergency Record.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Lock-Out Procedure</p> | <p>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.</p> <ul style="list-style-type: none"> <li>• Call <b>000</b> and inform emergency services of the nature of the emergency.</li> <li>• Announce lock-out with instructions about what is required. Instructions may include nominating staff to:             <ul style="list-style-type: none"> <li>○ Lock doors to prevent entry</li> <li>○ Check the premises for anyone left inside</li> <li>○ Obtain Emergency Kit</li> </ul> </li> <li>• Go to the designated assembly point. Depending on where danger is, any other building could be used. Otherwise go to the north end of the netball court.</li> <li>• Report the emergency and lock-out to the Incident Support and Operations Centre (24 hour, 7 days) on 1800 126 126.</li> <li>• Check that students, staff and visitors are all accounted for.</li> <li>• Where appropriate, confirm with emergency service personnel that it is safe to return to normal operations.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Maintain a record of actions/decisions undertaken and times.</li> <li>• Contact parents as required.</li> </ul> <p><b>Actions After Lock-Out Procedure</b></p> <ul style="list-style-type: none"> <li>• Ensure any students, staff or visitors with medical or other needs are supported.</li> <li>• Advise the Incident Support and Operations Centre and the region (regional Manager, Operations and Emergency Management) that the lock-out is over.</li> <li>• Determine whether to activate your parent re-unification process.</li> <li>• Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).</li> <li>• Print and issue pre-prepared parent letters and give these to students to take home.</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776.</li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>• Ensure all staff are made aware of Employee Assistance Program contact details.</li> <li>• Contact the SSSO Network Coordinator if required.</li> <li>• Seek support from your region/regional Manager, Operations and Emergency Management as required.</li> <li>• Undertake operational debrief with staff and Incident Management Team to review any lock-out and procedural changes that may be required.</li> <li>• Complete your Post Emergency Record.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Shelter-In-Place Procedure</p> | <p>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.</p> <ul style="list-style-type: none"> <li>• Call 000 and inform emergency services of the nature of the emergency.</li> <li>• Chief Warden activates the Incident Management Team.</li> <li>• Move all students, staff and visitors to the pre-determined shelter-in-place location. This will be the 3-6 classroom.</li> <li>• Report the emergency and shelter-in-place to the Incident Support and Operations Centre (24 hour, 7 days) on 1800 126 126.</li> <li>• Take the students attendance list, staff attendance list, your Emergency Kit/First Aid kit and this Plan.</li> <li>• Check that all students, staff and visitors are accounted for.</li> <li>• Ensure communications with emergency services is maintained.</li> <li>• Wait for emergency services to arrive or provide further information.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Maintain a record of actions/decisions undertaken and times.</li> <li>• Contact parents as required.</li> <li>• Where appropriate, confirm with emergency service personnel that it is safe to return to normal operations.</li> </ul> <p><b>Actions After Shelter-In-Place Procedure</b></p> <ul style="list-style-type: none"> <li>• Ensure any students, staff or visitors with medical or other needs are supported.</li> <li>• Advise the Incident Support and Operations Centre and the region (regional Manager, Operations and Emergency Management) that the shelter-in-place is over.</li> <li>• Determine whether to activate your parent re-unification process.</li> <li>• Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776.</li> <li>• Print and issue pre-prepared parent letters and give these to students to take home.</li> <li>• Ensure all staff are made aware of Employee Assistance Program contact details.</li> <li>• Contact the SSSO Network Coordinator if required.</li> <li>• Seek support from your region/regional Manager, Operations and Emergency Management as required.</li> <li>• Undertake operational debrief with staff and Incident Management Team to review any shelter-in-place and procedural changes that may be required.</li> <li>• Complete your Post Emergency Record.</li> </ul> |



## Specific Emergency Response Procedures

| Specific Procedures                             | Procedure Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Bushfire/Grassfire                              | <ul style="list-style-type: none"> <li>• Phone <b>000</b> to notify the emergency fire services and seek advice.</li> <li>• Report the emergency immediately to the Chief Warden who will convene the IMT if necessary.</li> <li>• Identify if any buildings need to be evacuated. Permanent buildings may be a safer option than portable/demountable buildings.</li> <li>• If a threat exists decide appropriate action e.g. evacuation, moving to your pre-determined shelter-in-place location, closing all doors and windows etc.</li> <li>• Turn off power and gas.</li> <li>• Check that all students, staff and visitors contractors are accounted for.</li> <li>• Report the emergency to Security Services Unit on 9603 7999.</li> <li>• Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.</li> <li>• Ensure staff and students do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Direct all Media enquiries to DET Media Unit on 9637 2871.</li> <li>• Notify Christains Buses- 53521501 and ascertain if bus route can be continued</li> </ul> |
| INTRUDER/<br>PERSONAL<br>THREAT                 | <ul style="list-style-type: none"> <li>• <b>Call 000</b> for emergency services and seek and follow advice.</li> <li>• Report the emergency immediately to the Chief Warden.</li> <li>• Do not do or say anything to the person to encourage irrational behaviour.</li> <li>• Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.</li> <li>• Determine whether <b>evacuation, lock-down or shelter-in-place</b> is required. Do this in consultation with the Police where possible.</li> <li>• Evacuation only should be considered if safe to do so.</li> <li>• Report emergency to the Security Services Unit on 1800 126 126.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Contact parents as required.</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| Building fire                                   | <ul style="list-style-type: none"> <li>• Phone <b>000</b> to notify the emergency services and seek advice.</li> <li>• Activate the fire alarm.</li> <li>• If appropriate, follow the procedure for <b>On-site Evacuation</b>.</li> <li>• Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.</li> <li>• Extinguish the fire (<b>only if safe to do so</b>).</li> <li>• Evacuate to the north end of the netball court closing all doors and windows.</li> <li>• Check that all areas have been cleared and notify the Chief Warden.</li> <li>• Check that all students, staff, visitors and contractors are accounted for.</li> <li>• Report emergency to the Security Services Unit on 9603 7999.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Direct all Media enquiries to DET Media Unit on 9637 2871.</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| SEVERE<br>WEATHER AND<br>STORMS                 | <ul style="list-style-type: none"> <li>• <b>Call 000</b> if emergency services are needed and seek and follow advice.</li> <li>• Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.</li> <li>• Secure windows (close curtains and blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.</li> <li>• During a severe storm: <ul style="list-style-type: none"> <li>○ Remain in the building and keep away from windows.</li> <li>○ Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.</li> </ul> </li> <li>• Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.</li> <li>• Disconnect electrical equipment - cover and/or move this equipment away from windows.</li> <li>• Report emergency to the Security Services Unit on 1800 126 126.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Listen to local radio or TV on battery-powered sets for weather warnings and advice.</li> </ul>                                                                       |
| BOMB THREAT                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SCHOOL BUS<br>ACCIDENT /<br>VEHICLE<br>INCIDENT | <ul style="list-style-type: none"> <li>* use communication tree to notify the school community</li> <li>* provide regular updates through email, SMS and phone</li> <li>* provide ongoing support to students and families involved</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Intruder                                        | <ul style="list-style-type: none"> <li>• <b>Call 000</b> for emergency services and seek and follow advice.</li> <li>• Report the emergency immediately to the Chief Warden.</li> <li>• Do not do or say anything to the person to encourage irrational behaviour.</li> <li>• Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.</li> <li>• Determine whether <b>evacuation, lock-down or shelter-in-place</b> is required. Do this in consultation with the Police where possible.</li> <li>• Evacuation only should be considered if safe to do so.</li> <li>• Report emergency to the Security Services Unit on 1800 126 126.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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|                       | <ul style="list-style-type: none"> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Contact parents as required.</li> <li>• Direct all Media enquiries to DET Media Unit on 8688 7776</li> <li>• <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Bomb/substance threat | <p><b>If a suspicious object is found (or the threat identifies the location of a bomb)</b></p> <p><i>Immediate response</i></p> <ul style="list-style-type: none"> <li>• Immediately clear and cordon off the area in the vicinity of the object.</li> <li>• Call <b>000</b> for police and seek and follow advice.</li> <li>• Report the threat to the Chief Warden/principal who will coordinate the emergency response until police arrive.</li> <li>• Report the emergency to the Security Services Unit on 9603 7999.</li> <li>• Do not approach, touch, tilt or tamper with the object.</li> <li>• <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> <p><i>Evacuation</i></p> <ul style="list-style-type: none"> <li>• Evacuate the school and: <ul style="list-style-type: none"> <li>○ Ensure students and staff are not directed past the object</li> <li>○ Alert any other services co-located at the school site</li> <li>○ Check that all students, staff and visitors are accounted for</li> <li>○ Restrict all access to the site and ensure there are no barriers inhibiting access by police</li> <li>○ <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> </li> </ul> <p><i>Communication</i></p> <ul style="list-style-type: none"> <li>• Provide police with details of the situation, including actions you have taken and intend to take. Follow any advice provided by police.</li> <li>• Contact parents when evacuation is complete and it is safe to do so.</li> <li>• Notify your regional emergency management contact and seek advice if necessary.</li> <li>• Direct all Media enquiries to DET Media Unit on 9637 2871.</li> <li>• Await "all clear" advice from police before returning to school buildings to resume normal school activities.</li> <li>• <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> <p><b>If a bomb/substance threat is received by telephone</b></p> <ul style="list-style-type: none"> <li>• <b>DO NOT HANG UP</b></li> <li>• Keep the person talking for as long as possible and obtain as much information as possible.</li> <li>• Without alerting the caller, signal a co-worker to: <ul style="list-style-type: none"> <li>○ call 000 for police on a separate phone</li> <li>○ notify the Chief Warden/principal</li> <li>○ report emergency to the Security Services Unit on 9589 6266.</li> </ul> </li> <li>• Fill out the <i>Bomb Threat Checklist</i> and record the following details while you are on the phone to the caller (The <i>Bomb Threat Checklist</i> is provided in the "<b>Related forms</b>" section of your on-line EMP. The checklist should be located with staff who normally answer in-coming phone calls): <ul style="list-style-type: none"> <li>○ gender of caller</li> <li>○ age of caller</li> <li>○ accents and speech impediments</li> <li>○ background noises</li> <li>○ key phrases used</li> <li>○ whether the threat is automated/taped/recorded.</li> </ul> </li> </ul> <p><b>Ask the caller:</b></p> <ul style="list-style-type: none"> <li>• where exactly is the bomb/substance located?</li> <li>• what time will the bomb explode/the substance be released?</li> <li>• what will make the bomb explode/how will the substance be released?</li> <li>• what does the bomb look like?</li> <li>• what kind of device/substance is it?</li> <li>• who put the bomb/substance there? Why was it put there?</li> <li>• what kind of substance is it (gas, powder, liquid)? How much is there?</li> <li>• where are you? Where do you live?</li> <li>• what is your name? What are your contact details?</li> </ul> <ul style="list-style-type: none"> <li>• Once the call is finished: <ul style="list-style-type: none"> <li>• <b>DO NOT HANG UP</b> - it may be possible for police to trace the call if the telephone line is kept open, regardless of whether the caller hangs up.</li> <li>• Immediately: <ul style="list-style-type: none"> <li>○ inform the Chief Warden/principal if this has not yet been done</li> <li>○ call 000 to report threat to police if this has not yet been done - use a different telephone line or mobile phone</li> <li>○ 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.</li> </ul> </li> <li>• implement evacuation and communication procedures as indicated in section "<b>If a suspicious object is found</b>" above</li> <li>• report the emergency to the Security Services Unit on 9589 6266</li> <li>• ensure all of the caller information has been written down and provided to police on arrival.</li> <li>• <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> </li> </ul> <p><b>If a bomb/substance threat is received by letter</b></p> <ul style="list-style-type: none"> <li>• Place the letter in a clear bag or sleeve and store in a secure place</li> <li>• Avoid any further handling of the letter or envelope</li> <li>• Call 000 for police and seek and follow advice</li> <li>• Notify the Chief Warden/principal</li> <li>• 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.</li> <li>• Implement evacuation and communication procedures as indicated in section "<b>If a suspicious object is found</b>" above.</li> <li>• Report emergency to the Security Services Unit on 9589 6266.</li> </ul> |

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|                            | <ul style="list-style-type: none"> <li>• <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> <p><b>If a bomb/substance threat is received electronically e.g. by email</b></p> <ul style="list-style-type: none"> <li>• <b>DO NOT DELETE THE MESSAGE</b></li> <li>• Call 000 for police and seek and follow advice</li> <li>• Notify the Chief Warden/principal</li> <li>• 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.</li> <li>• Implement evacuation and communication procedures as indicated in section "If a suspicious object is found" above.</li> <li>• Report emergency to the Security Services Unit on 9589 6266.</li> <li>• <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> <p><b>If you are at the site of an explosion</b></p> <ul style="list-style-type: none"> <li>○ Direct staff to shelter students under sturdy tables or desks if objects are falling around you.</li> <li>○ Implement evacuation and communication procedures as indicated in section "If a suspicious object is found" above. Do not retrieve personal belongings or make phone calls when evacuating.</li> <li>○ Help others to leave the area. Use stairs instead of elevators.</li> <li>○ Be aware of weakened floors and stairways and watch for falling debris.</li> <li>○ Once out of the affected building: <ul style="list-style-type: none"> <li>▪ Move students away from windows and glass doors or other potentially hazardous areas</li> <li>▪ Use caution to avoid debris that could be hot or sharp</li> <li>▪ Call 000 for emergency services and seek and follow advice</li> <li>▪ Report the emergency to the Security Services Unit on 9589 6266</li> <li>▪ Be aware of any potential secondary explosions</li> <li>▪ Limit use of phones as communications systems may become congested.</li> </ul> </li> <li>○ <b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></li> </ul> |
| Severe weather event       | <ul style="list-style-type: none"> <li>• <b>Call 000</b> if emergency services are needed and seek and follow advice.</li> <li>• Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.</li> <li>• Secure windows (close curtains and blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.</li> <li>• During a severe storm: <ul style="list-style-type: none"> <li>○ Remain in the building and keep away from windows.</li> <li>○ Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.</li> </ul> </li> <li>• Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.</li> <li>• Disconnect electrical equipment - cover and/or move this equipment away from windows.</li> <li>• Report emergency to the Security Services Unit on 1800 126 126.</li> <li>• Notify your region and seek advice from your regional Manager, Operations and Emergency Management if required.</li> <li>• Listen to local radio or TV on battery-powered sets for weather warnings and advice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Influenza pandemic         | Appendix B of the DET Pandemic Influenza Incident Response Plan provides details of the key actions for schools to implement at each of the preparedness and response stages of a pandemic influenza event.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Loss of essential services | <p><b>When there is a loss of essential services (power, water, communications):</b></p> <ul style="list-style-type: none"> <li>• Determine which services are affected and the extent of the impact.</li> <li>• Respond to any immediate threat to student and staff safety and isolate/secure buildings/areas if necessary.</li> <li>• <b>Call 000</b> if emergency services are required to respond e.g. power lines down in front of school.</li> <li>• Contact the relevant provider/s to report outage and ascertain when restoration will occur.</li> <li>• Consider consequential impacts, e.g. power outage will impact on phone lines and IT systems.</li> <li>• Contact your Senior Education Improvement Leader or regional Manager, Operations and Emergency Management for advice and support if necessary.</li> <li>• Report the loss of essential services to the Security Services Unit on 1800 126 126.</li> <li>• Contact parents as required.</li> <li>• Refer to the school's Business Continuity Management Plan if the essential services are likely extend beyond 24 hours.</li> <li>• Insert any additional steps, including mitigation steps that you have identified in your risk assessment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Child Abuse                | <p>In the event of an incident, disclosure, or suspicion of child abuse, the school will:</p> <ul style="list-style-type: none"> <li>• Follow the <i>Four Critical Actions for Schools about Responding to Incidents, Disclosures and Suspicions of Child Abuse</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf</a></li> <li>• Report the incident internally to the Incident Support and Operations Centre (ISOC) by calling 1800 126 126. If you require additional advice and support with managing the incident, ask to consult with the Incident Management and Support Unit (IMSU), available on the same phone number.</li> </ul> <p>This is an abridged version of schools' obligations which are outlined in more detail in <i>Identifying and Responding to All Forms of Abuse in Victorian Schools</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf</a></p> <p>For suspected student sexual offending, the school will:</p> <ul style="list-style-type: none"> <li>• Follow the <i>Four Critical Actions for Schools on Responding to Student Sexual Offending</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_SSO.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_SSO.pdf</a>.</li> <li>• Report the incident internally to ISOC by calling 1800 126 126. If you require additional advice and support with managing the incident, ask to consult with the IMSU, available on the same phone number.</li> </ul>                                                                                                                                                                                                                                                                                                                           |

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|                      | <p>The Four Critical Actions is a summary of schools' obligations which are outlined in greater detail in <i>Identifying and Responding to Student Sexual Offending</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf</a></p> <p>In the event of an incident, disclosure, or suspicion of child abuse, the school will:</p> <ul style="list-style-type: none"> <li>• Follow the <i>Four Critical Actions for Schools about Responding to Incidents, Disclosures and Suspicions of Child Abuse</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf</a></li> <li>• Report the incident internally to the Incident Support and Operations Centre (ISOC) by calling 1800 126 126. If you require additional advice and support with managing the incident, ask to consult with the Incident Management and Support Unit (IMSU), available on the same phone number.</li> </ul> <p>This is an abridged version of schools' obligations which are outlined in more detail in <i>Identifying and Responding to All Forms of Abuse in Victorian Schools</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf</a></p> <p>For suspected student sexual offending, the school will:</p> <ul style="list-style-type: none"> <li>• Follow the <i>Four Critical Actions for Schools on Responding to Student Sexual Offending</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_SSO.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_SSO.pdf</a>.</li> <li>• Report the incident internally to ISOC by calling 1800 126 126. If you require additional advice and support with managing the incident, ask to consult with the IMSU, available on the same phone number.</li> </ul> <p>The Four Critical Actions is a summary of schools' obligations which are outlined in greater detail in <i>Identifying and Responding to Student Sexual Offending</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf</a></p> <p>In the event of an incident, disclosure, or suspicion of child abuse, the school will:</p> <ul style="list-style-type: none"> <li>• Follow the <i>Four Critical Actions for Schools about Responding to Incidents, Disclosures and Suspicions of Child Abuse</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf</a></li> <li>• Report the incident internally to the Incident Support and Operations Centre (ISOC) by calling 1800 126 126. If you require additional advice and support with managing the incident, ask to consult with the Incident Management and Support Unit (IMSU), available on the same phone number.</li> </ul> <p>This is an abridged version of schools' obligations which are outlined in more detail in <i>Identifying and Responding to All Forms of Abuse in Victorian Schools</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf</a></p> <p>For suspected student sexual offending, the school will:</p> <ul style="list-style-type: none"> <li>• Follow the <i>Four Critical Actions for Schools on Responding to Student Sexual Offending</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_SSO.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_SSO.pdf</a>.</li> <li>• Report the incident internally to ISOC by calling 1800 126 126. If you require additional advice and support with managing the incident, ask to consult with the IMSU, available on the same phone number.</li> </ul> <p>The Four Critical Actions is a summary of schools' obligations which are outlined in greater detail in <i>Identifying and Responding to Student Sexual Offending</i> hyperlinked at <a href="https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf">https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf</a></p> |
| Information Security | <ul style="list-style-type: none"> <li>• Contact your IT specialist technician for advice and support</li> <li>• If you require support from IMTD contact the Service Desk through one of the following mechanisms: <ul style="list-style-type: none"> <li>◦ Phone 1800 641 943</li> <li>◦ Email <a href="mailto:servicedesk@edumail.vic.gov.au">servicedesk@edumail.vic.gov.au</a></li> <li>◦ Submit an IT Service Request through the Service Gateway</li> </ul> </li> <li>• If the incident involves sensitive and/or personal information that may identify an individual without their consent</li> <li>• Phone the privacy help desk on 8688 7967</li> <li>• Email <a href="mailto:privacy@edumail.vic.gov.au">privacy@edumail.vic.gov.au</a></li> <li>• Consider notifying the Media Unit on 8688 7776</li> <li>• If the information security breach is considered malicious contact local police</li> <li>• Offer impacted staff option to access EAP (as applicable)</li> <li>• Offer Student Support Services support to impacted students (as applicable)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Medical Emergency    | <p>If a medical emergency occurs on a school site or on a camp/excursion</p> <ul style="list-style-type: none"> <li>• Call '000' if immediate/life threatening</li> <li>• Administer first aid</li> <li>• Contact parent/guardian of affected student</li> <li>• Contact Incident Support and Operations Centre (ISOC) on 1800 126 126</li> <li>• Record evidence (if applicable)</li> <li>• Keep other students away from the emergency/incident</li> <li>• Provide support for students who may have witnessed early stage of emergency</li> </ul> <p><b>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Mental Stress        | <ul style="list-style-type: none"> <li>• If there is immediate and/or life threatening concern for an individual's health or wellbeing contact '000'</li> <li>• Administer first aid (if appropriate) – keep physically and emotionally safe</li> <li>• Report the incident to the Incident Support and Operations Centre on 1800 126 126</li> <li>• Consider whether the following supports are appropriate: <ul style="list-style-type: none"> <li>◦ School's student wellbeing officers</li> <li>◦ Student Support Services</li> <li>◦ Doctors in Secondary Schools</li> <li>◦ Kids Helpline - 1800 55 1800</li> <li>◦ Headspace in schools 0458 559 736</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                  | <ul style="list-style-type: none"> <li>○ Lifeline - 13 11 14</li> <li>○ Referral to the Navigator program for wraparound support for disengaged learners</li> <li>○ Suicide prevention resources from Beyond Blue and/or Headspace</li> <li>○ CAT Team – acute mental health triage</li> </ul> <p><b><i>Insert any additional steps, including mitigation steps that you have identified in your risk assessment</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Missing person - school or school camp/excursion | <p>If student/child is missing and/or cannot be accounted for:</p> <ul style="list-style-type: none"> <li>• Search the immediate area</li> <li>• Contact the parent/carer</li> <li>• Contact '000' for police to report child missing <ul style="list-style-type: none"> <li>○ Provide a description, time last seen and location</li> </ul> </li> <li>• Report the incident to the Incident Support and Operations Centre on 1800 126 126</li> </ul> <p><b><i>As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Snakes                                           | <ul style="list-style-type: none"> <li>• Treat the snake as venomous – almost all snakes occurring on or entering school properties in Victoria are venomous.</li> <li>• Remain calm and alert students and staff - advise them to stay calm, move away slowly and keep away.</li> <li>• If the snake is very close to you (around 1.5 metres or less) remain motionless until the snake moves away.</li> <li>• If the snake is not agitated or defensive, calmly and slowly move to a safe distance away from the snake observing its position at all times.</li> <li>• If the snake is located around buildings and playgrounds consider the need to activate a Lock Down procedure.</li> <li>• If the snake is located inside a building, consider the need to evacuate the classroom or building.</li> <li>• Leave the snake alone and give it the opportunity to escape. If possible, monitor the snake from a safe distance (at least 5 metres away) in order to see where it goes and to direct a snake catcher to the snake (or its shelter site) if one is called.</li> <li>• If the snake remains on school grounds, call the local licensed snake catcher on insert local snake catcher contact details here.</li> <li>• Report the incident to SSU on 1800 126 126.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| Traumatic Death/Injury/Grief                     | <p>If death or injury occurs on a school site (that impacts or risks impacting the health, safety and wellbeing of students or staff):</p> <ul style="list-style-type: none"> <li>• Contact '000' for police/ambulance attendance</li> <li>• Contact the Incident Support and Operations Centre (ISOC) on 1800 126 126</li> <li>• Seek Student Support Services support</li> <li>• Refer to the <i>'Managing Trauma'</i> guide to support, plan for, and lead an effective recovery including:</li> <li>• Develop a Communications Plan – check what information can be released: <ul style="list-style-type: none"> <li>○ Notification (as appropriate) to school community – letter, newsletters, emails, phone calls, text messages or SMS alert</li> <li>○ Limit exposure to ongoing trauma, distressing sights, sounds and smells</li> <li>○ Continue to identify those most at risk and triage for support</li> <li>○ Consider tribute, memorial, ritual</li> </ul> </li> <li>• Monitor the wellbeing of staff</li> <li>• Actively implement self-care strategies</li> <li>• If the incident occurs on school premises/camp/excursion <ul style="list-style-type: none"> <li>○ Preserve the evidence</li> <li>○ Contact Region – i.e. Senior Education Improvement Leader, regional Manager, Operations and Emergency Management</li> <li>○ Contact Legal Division on 9637 3146</li> <li>○ Consider a Worksafe Notification 13 23 60</li> <li>○ Contact Communications Division/Media Unit on 8688 7776</li> </ul> </li> </ul> <p><b><i>Insert any additional steps, including mitigation steps that you have identified in your risk assessment</i></b></p> |
| Violence, Aggression and/or harassment           | <p>Violence, aggression, harassment, on school site:</p> <ul style="list-style-type: none"> <li>• Intervene only if safe to do so</li> <li>• Contact '000' if immediate/life threatening and require police/ambulance attendance</li> <li>• Initiate action to confine or isolate the aggressor</li> <li>• Determine whether evacuation, lock-down or Shelter in Place is required.</li> <li>• Administer first aid if required and safe to do so</li> <li>• Contact parent/guardian of student(s) impacted</li> <li>• Report the incident to the Incident Support and Operations Centre (ISOC) on 1800 126 126</li> <li>• Seek Student Support Services or School Wellbeing Officer support to develop a behaviour management plan</li> <li>• Record evidence (if applicable)</li> <li>• If multiple students involved and/or witness incident, isolate to preserve the integrity of the evidence until interviews etc can take place</li> </ul> <p>If staff are directly impacted:</p> <ul style="list-style-type: none"> <li>• Consider lodging an eduSafe report</li> <li>• Consider whether a report to WorkSafe is required</li> <li>• Contact Employee Assistance Program for support</li> <li>• Consider liaison with the Principal Early Intervention Program</li> </ul> <p>If there is an allegation of reportable conduct:</p> <ul style="list-style-type: none"> <li>• Notify the Employee Conduct Branch on 9637 2595 or employee.conduct@edumail.vic.gov.au and follow their advice</li> </ul> <p><b><i>Insert any additional steps, including mitigation steps that you have identified in your risk assessment</i></b></p>                         |

# Emergency Contacts

Tags: Your school is tagged as Bus Coordinating School

## School Contacts

| Key Roles                | Name             | Phone      | Phone (After Hours) | Mobile     |
|--------------------------|------------------|------------|---------------------|------------|
| Principal                | Darren Beer      | 0353547622 | 0439349753          | 0439349753 |
| Assistant Principal/s    | Angela Reynolds  | 53547622   | 53523736            | 0427523736 |
| Business Manager         | Leanne McCreedy  | 0353547622 | 53524884            | 0448296742 |
| Year level Coordinators  |                  |            |                     |            |
| School Bus Coordinators  | Darren Beer      |            |                     |            |
| First Aid Officer        | Angela Reynolds  |            |                     |            |
| School Welfare Officer   |                  |            |                     |            |
| OH and S Representative  | Angela Reynolds  |            |                     |            |
| School Chaplan           |                  |            |                     |            |
| School Council President | Dominique Sparks | 0407540519 | 0407540519          | 0407540519 |
| Staff Member             | Jacqui Eastick   | 53547622   | 0438523996          | 0438523996 |
|                          |                  |            |                     |            |

## DET Contacts

| Roles                                         | Name               | Phone          | Mobile       |
|-----------------------------------------------|--------------------|----------------|--------------|
| Regional Director                             | Wendy Timms        | 8397 0301      |              |
| Regional Office (swvr@edumail.vic.gov.au)     | General enquiries, | 1300 333 232,  |              |
| Manager, Operations & Emergency Management    | Andrea Cox         | (03) 4334 0509 | 0407 861 841 |
| Emergency Management Support Officer          | Peter Woodman      | 03 5215 5220   | 0436 678 268 |
| Incident Support and Operations Centre (ISOC) |                    | 1800 126 126   |              |

|                                 |                  |                |              |
|---------------------------------|------------------|----------------|--------------|
| Programmed Maintenance Services |                  | 1300 133 468   |              |
| OHS Advisory Service            |                  | 1300 074 715   |              |
| Employee Assistance Program     |                  | 1300 361 008   |              |
| Media Unit (on call 24/7)       |                  | (03) 8688 7776 |              |
| SEIL                            | Paul Nolan       | 03 53378461    | 0438 124 383 |
| SSSO Team Leader                | Sarina Mirabelli | 5337 8488      | 0439 959 778 |

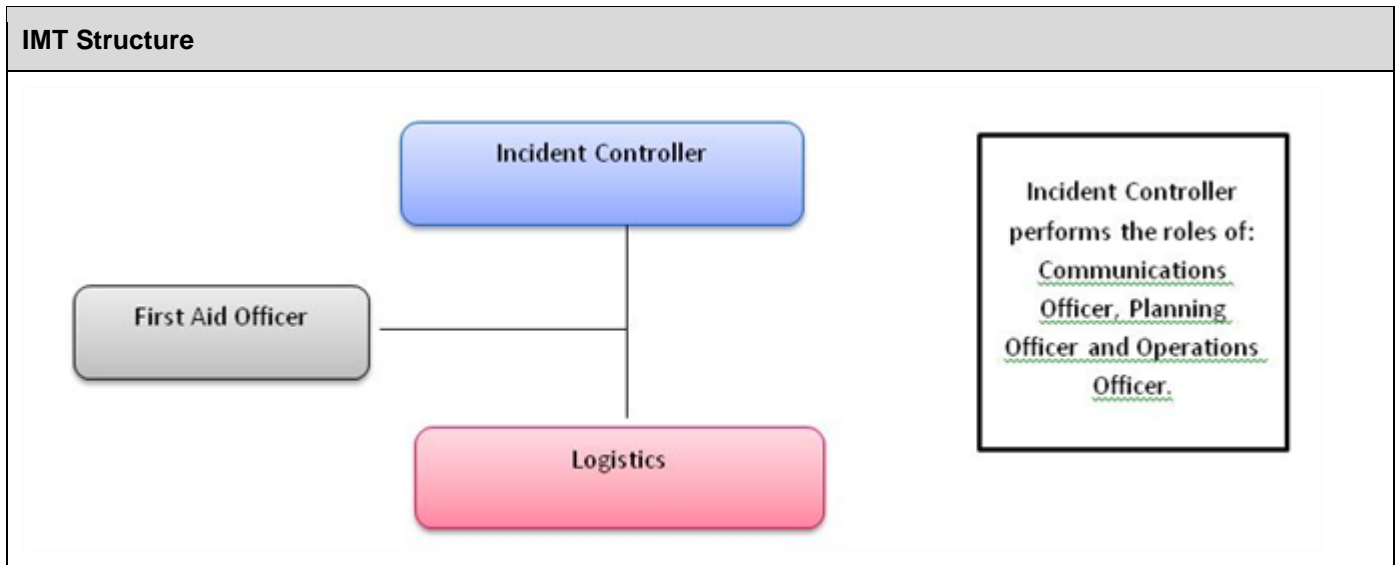
## Local / Other Organizations

| Name                                  | Phone                          |
|---------------------------------------|--------------------------------|
| Police Station- Ararat                | 53551500                       |
| Hospital/s Ararat                     | 53529300                       |
| Gas Elgas                             | 1800808526                     |
| Electricity                           | Powercorp 132412 Origin 132463 |
| Water Corporation                     | N/A                            |
| Facility Plumber                      | Adam Fleming 0417023190        |
| Facility Electrician                  | Matt Peel 0437172249           |
| Local Government Rural City of Ararat | 53550200                       |

## School Bus Emergency Contacts

| Bus Routes               | Areas Services                      | Schools serviced or bus coordinating school | Contact Details                       |
|--------------------------|-------------------------------------|---------------------------------------------|---------------------------------------|
| Yalla-Y-Poora to Maroona | Yalla-Y-Poora, Tatyoon, Ross Bridge | Maroona Primary School                      | Christians Buses<br>53521501          |
|                          |                                     |                                             | Greg McKinnis (Bus driver) 0437441033 |

# Incident Management Team



| Roles                            | Primary Contact                                                   | Secondary Contact                                                     |
|----------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------|
| Chief Warden/Education Commander | <b>Name:</b><br>Darren Beer<br><b>Phone/Mobile:</b><br>0439349753 | <b>Name:</b><br>Angela Reynolds<br><b>Phone/Mobile:</b><br>0427523736 |
| Planning Officer                 | <b>Name:</b><br>Darren Beer<br><b>Phone/Mobile:</b><br>0439349753 | <b>Name:</b><br>Angela Reynolds<br><b>Phone/Mobile:</b><br>0427523736 |
| Operations Officer (Area Warden) | <b>Name:</b><br>Darren Beer<br><b>Phone/Mobile:</b><br>0439349753 | <b>Name:</b><br>Angela Reynolds<br><b>Phone/Mobile:</b><br>0427523736 |
| Communications Officer           | <b>Name:</b><br>Angela Reynolds<br><b>Phone/Mobile:</b>           | <b>Name:</b><br>Darren Beer<br><b>Phone/Mobile:</b>                   |

|                            |                                                                   |                                                                       |
|----------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------|
|                            | 0427523736                                                        | 0439349753                                                            |
| Logistics Officer (Warden) | <b>Name:</b><br>Darren Beer<br><b>Phone/Mobile:</b><br>0439349753 | <b>Name:</b><br>Angela Reynolds<br><b>Phone/Mobile:</b><br>0427523736 |
| First Aid Officer          | <b>Name:</b><br>Darren Beer<br><b>Phone/Mobile:</b><br>0439349753 | <b>Name:</b><br>Angela Reynolds<br><b>Phone/Mobile:</b><br>0427523736 |



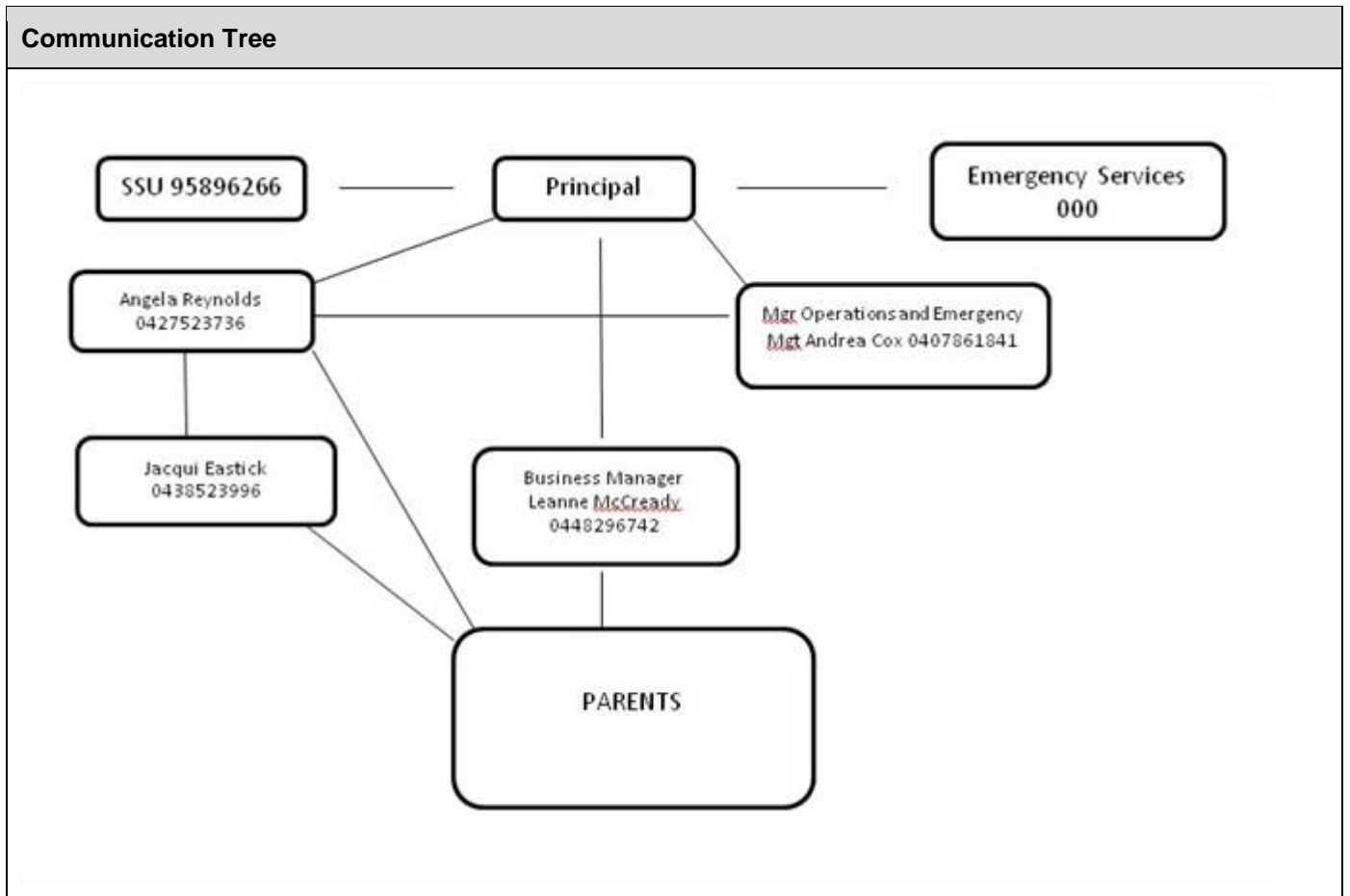
# Incident Management Team Roles & Responsibilities

| Core Procedures                  | Procedure Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chief Warden/Education Commander | <p><b>Pre-Emergency</b></p> <ul style="list-style-type: none"> <li>• Maintain current contact details of IMT members.</li> <li>• Conduct regular exercises/drills.</li> <li>• Ensure students/staff with special needs list and staff trained in first aid list are up to date.</li> <li>• Ensure our emergency response procedures are kept up-to-date.</li> <li>• Ensure staff on the IMT are aware of their responsibilities.</li> </ul> <p><b>During Emergency</b></p> <ul style="list-style-type: none"> <li>• Attend the emergency control point.</li> <li>• Ascertain the nature and scope of the emergency.</li> <li>• Ensure that the emergency services have been notified.</li> <li>• Ensure the appropriate response has been actioned.</li> <li>• Convene our IMT as required.</li> <li>• Initiate evacuation of affected areas/lock-down/lock-out/shelter-in-place as required.</li> <li>• Brief the incoming emergency services and respond to their requests.</li> <li>• Report the emergency to the Security Services Unit on 9589 6266.</li> </ul> <p><b>Post- Emergency</b></p> <ul style="list-style-type: none"> <li>• When the incident is rendered safe or the emergency services returns control, notify the IMT members to have staff and students return to normal operations.</li> <li>• Organise debrief with the IMT and, where appropriate, with any attending emergency Service.</li> <li>• Compile a report for the IMT and region and notify Security Services Unit (24 hour, 7 days) and the region.</li> </ul> |
| Planning Officer                 | <p><b>Pre-Emergency</b></p> <ul style="list-style-type: none"> <li>• Assist the Chief Warden.</li> <li>• Identify resources required.</li> <li>• Participate in emergency exercises/drills.</li> </ul> <p><b>During Emergency</b></p> <ul style="list-style-type: none"> <li>• Attend the emergency control point.</li> <li>• Ascertain the nature and scope of the emergency.</li> <li>• Report any changes in the situation to the Chief Warden.</li> <li>• Act as directed by the Chief Warden.</li> <li>• Plan for contingencies.</li> </ul> <p><b>Post- Emergency</b></p> <ul style="list-style-type: none"> <li>• Collect and evaluate information relating to the emergency.</li> <li>• Identify recovery needs and develop a recovery plan (if required).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Operations Officer (Area Warden) | <p><b>Pre-Emergency</b></p> <ul style="list-style-type: none"> <li>• Regularly check and report on deficiencies of emergency equipment and kits.</li> <li>• Coordinate Safety practices (e.g. clear egress paths, access to first attack equipment e.g. fire extinguishers and disposal of rubbish) by wardens throughout their areas.</li> <li>• Participate in emergency exercises/drills.</li> </ul> <p><b>During Emergency</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>On hearing alarm or becoming aware of an emergency, the Operations Warden will:</p> <ul style="list-style-type: none"> <li>• Attend the emergency control point.</li> <li>• Communicate with the Chief Warden by whatever means available and act on instructions.</li> <li>• Implement the emergency response procedure relevant to the floor or area and ensure that the Chief Warden is notified.</li> <li>• Direct logistics officer (wardens) to check the floor or area for any abnormal situation.</li> <li>• Commence evacuation if the circumstances on their floor or area warrant this.</li> <li>• Control the movement of people.</li> <li>• Co-opt persons as required to assist a logistics officer (wardens) during an emergency.</li> <li>• Ensure that any implications for regular bus/student transport arrangements for the school or clients schools are addressed.</li> <li>• Confirm that the logistics officer's (warden) activities have been completed and report this to the Chief Warden or a senior officer of the attending emergency services if the Chief Warden is not contactable.</li> </ul> <p><b>Post Emergency</b></p> <ul style="list-style-type: none"> <li>• Compile report of the actions taken during the emergency for the debrief.</li> </ul> |
| <p>Communications Officer</p>     | <p><b>Pre-Emergency</b></p> <ul style="list-style-type: none"> <li>• Assist the Chief Warden.</li> <li>• Attend training in the use of the school's communication system.</li> <li>• Maintain records and logbooks and make them available for emergency response.</li> <li>• Ensure emergency and parent contact details are up-to-date.</li> <li>• Participate in emergency exercises/drills.</li> </ul> <p><b>During Emergency</b></p> <ul style="list-style-type: none"> <li>• Attend the emergency control point.</li> <li>• Ascertain the nature and location of the emergency. Maintain up to date information.</li> <li>• Confirm that emergency services have been notified.</li> <li>• Notify appropriate IMT members.</li> <li>• At the direction of the Chief Warden provide instruction and information to staff, students and parents as required.</li> <li>• Keep a log of events that occurred during the emergency.</li> <li>• Act as directed by the Chief Warden.</li> </ul> <p><b>Post- Emergency</b></p> <ul style="list-style-type: none"> <li>• Collate logs of events completed by all IMT members during the emergency for the debrief and ensure they are secured for future reference.</li> <li>• Contact parents as required.</li> </ul>                          |
| <p>Logistics Officer (Warden)</p> | <p><b>Pre-Emergency</b></p> <ul style="list-style-type: none"> <li>• Ensure staff and students are aware of the emergency response procedures.</li> <li>• Carry out safety practices (e.g. clear egress paths, access to first attack equipment e.g. fire extinguishers and disposal of rubbish).</li> <li>• Participate in emergency exercises/drills.</li> </ul> <p><b>During Emergency</b></p> <p>Persons selected to perform as Logistics Warden will carry out activities as set out in the emergency response procedures and as directed by the Operations Warden (Area Warden). Activities may include the following:</p> <ul style="list-style-type: none"> <li>• Attend the emergency control point.</li> <li>• Operate the communication system in place.</li> <li>• Check that any fire doors and smoke doors are properly closed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <ul style="list-style-type: none"> <li>• Close or open other doors in accordance with the emergency response procedures.</li> <li>• Search the floor or area to ensure all people have evacuated. This function is of greater importance than a later physical count of those evacuated.</li> <li>• Ensure orderly flow of people into protected area.</li> <li>• Assist occupants with disabilities.</li> <li>• Act as lead of groups moving to nominated assembly areas.</li> <li>• Report status of required activities to the operations officer (area warden) on their completion.</li> <li>• Act as directed by the Chief Warden.</li> </ul> <p><b>Post- Emergency</b></p> <ul style="list-style-type: none"> <li>• Compile report of the actions taken during the emergency for the debrief.</li> </ul> |
| First Aid Officer |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

# Communication Tree



# Business Continuity

Business continuity planning is intended to minimise any safety, financial, educational, operational, reputational and/or other damaging consequences of a disruptive event.

- An inability to access your school site
- A loss of IT / telephone / data / power
- A loss of shortage of staff or skills

## 1. Arrangements to manage inability to access your school site

You may like to consider mutual support agreements with other schools/other local premises, virtual learning, scheduling offsite excursions

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Details of arrangements</b> | <p>Workaround Partial site unavailable:</p> <ul style="list-style-type: none"> <li>• Revise timetable to relocate students and staff to other facilities on site ; classes can be combined into one of the 3 available classrooms, the front office or the outdoor kitchen</li> <li>• Contact Regional staff to discuss issues and possible options for relocation once length of reinstatement program is confirmed.</li> <li>• Provide regular updates to the school community via SMS, emails and newsletter</li> </ul> <p>Whole site unavailable:</p> <ul style="list-style-type: none"> <li>• Contact Regional staff to discuss issues and possible options for relocation once length of reinstatement program is confirmed.</li> <li>• Confirm possible accommodation availability with local schools, Willaura PS, Buangor PS and Ararat North PS for admin team and student groups</li> <li>• Provide regular updates to the school community via SMS, emails, social media and newsletter</li> <li>• Consider student transport arrangements</li> <li>• Redirect suppliers to alternate site. IT Resources required</li> <li>• CASES admin network</li> <li>• Access to wireless network.</li> <li>• School curriculum network</li> </ul> <p>Considerations</p> <ul style="list-style-type: none"> <li>• OH&amp;S issues in relocating school equipment and resources</li> <li>• Transport arrangements for students to access other schools</li> <li>• Separation of family groupings if spread across multiple sites</li> <li>• Demands placed on staff due to loss of resources, relocation, etc</li> <li>• Students' access to out of school hour's care. Key Contacts can be found in the Contacts section of the Emergency Management Plan.</li> </ul> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Name | Contact Details | Support Role |
|------|-----------------|--------------|
|      |                 |              |

## 2. Arrangements to manage a loss of technology / telephony / data / power

You may like to consider backing up school data, use of paper based systems, flexible lesson plans, generators, emergency lighting

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Details of arrangements</b> | <p>Workarounds Data/technology:</p> <ul style="list-style-type: none"> <li>• Relocate admin and staff facilities to other networked space within school</li> <li>• Admin staff may need to work remotely from to access Cases network</li> <li>• Utilise laptops where available to provide access to network</li> </ul> <p>Telephone:</p> <ul style="list-style-type: none"> <li>• Ensure there is an up to date, printed, hard copy list of all student and staff contact details in an accessible, secure location.</li> <li>• Utilise mobile phones to contact staff.</li> <li>• Place message on answering machine, if possible, referring callers to an emergency contact number either on site or at alternative location.</li> </ul> <p>Power:</p> <ul style="list-style-type: none"> <li>• Determine the requirement for the operation of the school. ie water pump for toilet operation.</li> <li>• Battery back-up (UPS) is on servers. Determine time limit of UPS and back up servers as required.</li> <li>• Restructure school program to account of the lack of power. Or run the school as normal using the generator</li> </ul> <p>Considerations</p> <ul style="list-style-type: none"> <li>• Ensure OH&amp;S issues are considered when using back up power and water pumps</li> <li>• Review and update staff contact details to include mobile phone numbers.</li> <li>• Staff Communications Tree to include details of messaging systems</li> </ul> <p>Key contacts</p> <ul style="list-style-type: none"> <li>• Cases 21 support – 1800641943</li> <li>• DET IT support - contact number</li> <li>• Phone provider – contact number</li> </ul> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Name | Contact Details | Support Role |
|------|-----------------|--------------|
|      |                 |              |

## 3. Arrangements to manage a loss or shortage of staff or skills

You may like to consider temporary staff arrangements, multi-skilling/cross training, alternate operational arrangements, suspending non critical activities and/or mutual support with other school(s)

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Details of arrangements</b> | <p>Workarounds</p> <ul style="list-style-type: none"> <li>• Prioritise work allocations for remaining staff</li> <li>• Determine the number of Casual Relief Teachers (CRTs) required.</li> <li>• CRTs to be sourced from school's own pool of emergency teachers and principal class staff</li> <li>• Merge classes where possible to make up full class groups</li> <li>• Implement succession plan/back up for key roles within school. i.e. Daily organiser, Business Manager</li> <li>• Inform school community of issues via SMS, email, newsletter or note home with students.</li> </ul> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                       |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Considerations • Workload of staff and emergency teachers<br/>           Table of key contacts Darren Beer - Principal: 0439349753 Angela Reynolds - classroom teacher: 0427523736 Jacqui Eastick - classroom teacher: 0438523996 Leanne McCready - business manager: 0439048813 Paul Nolan - SEIL: 0438124383</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Name | Contact Details | Support Role |
|------|-----------------|--------------|
|      |                 |              |

## Business Continuity Checklist

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Actioned? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Activate the school's Incident Management Team                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes       |
| Evaluate the impact of the incident for: <ul style="list-style-type: none"> <li>• School activities</li> <li>• Impact over time</li> <li>• Manageability</li> <li>• Staffing levels</li> <li>• Resources for recovery</li> </ul>                                                                                                                                                                                                                                  | Yes       |
| Identify actions to mitigate impact, including: <ul style="list-style-type: none"> <li>• Suspension of non-critical activities</li> <li>• Mutual support arranged with other schools</li> <li>• Distance/virtual learning Use of different areas within site</li> <li>• Off-site activities</li> <li>• Back-up of key school data</li> <li>• Using paper based systems</li> <li>• Flexible lesson plans</li> <li>• Using generators, portable lighting</li> </ul> | Yes       |
| Produce an Action Plan for maintaining critical activities that includes: <ul style="list-style-type: none"> <li>• Priorities</li> <li>• Communications</li> <li>• Resource deployment</li> <li>• Allocation of specific roles</li> <li>• Monitoring</li> <li>• Reporting</li> <li>• Stakeholder engagement</li> </ul>                                                                                                                                            | Yes       |
| Establish a register to log all decisions and actions                                                                                                                                                                                                                                                                                                                                                                                                             | Yes       |

|                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>Establish a register to log all financial expenditure incurred</p>                                                                                                                                                                                                                                                                                                                                                    | <p>Yes</p> |
| <p>Secure resources for continuity/recovery including:</p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Premises</li> <li>• IT and equipment</li> <li>• Welfare</li> </ul>                                                                                                                                                                                                                               | <p>Yes</p> |
| <p>Deliver appropriate communications including to:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents/Carers</li> <li>• School Council</li> <li>• School bus contractor/bus coordinating school (as appropriate)</li> <li>• Outside School Hours Care provider</li> <li>• Other users of site</li> <li>• Region</li> <li>• Suppliers</li> <li>• Local Shire/Municipality (as appropriate)</li> </ul> | <p>Yes</p> |



# Area Map

## Area Map

Maroona Primary School  
7431 Mortlake-Ararat Rd Maroona VIC 3377



Distance to Primary Off-site Assembly Area: 120m  
Estimated time to reach Off-site Assembly Area: 1 minute

**LEGEND** Off-Site  
Relocation  
route



# Evacuation Map

| Building Name          | Evacuation Procedures                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maroona Primary School | ?Fire blanket in kitchen area in staff admin building. Staff admin, 3-6 classroom and P-2 classroom (Mod 5) all have fire extinguishers. First aid kits and other medical stuff in sick bay off kitchen area in Staff admin building. |

