Emergency management principles:

Our planning and actions taken to prevent, prepare for, respond to or recover from emergencies and critical incidents should be consistent with the following principles:

- **Leadership** – Principals retain responsibility for emergency and critical incident management
- **Safety** – the safety and wellbeing of all individuals is paramount
- **Graduated response** – the response is increased or decreased at the school, local, regional or system level according to the level of resourcing and support required
- **Support** – support may be within and/or external to the school and is coordinated, integrated, timely, equitable, culturally appropriate, enhances resilience and empowers school leadership
- **Communication** – is based on verified information, is timely and appropriate to the audience
- **Ongoing assessment of needs** – the impact on individuals, groups (including supporters), and the entire school community will guide interventions in the short, medium and long term
- **Other agencies** – roles and responsibilities are understood and respected, liaise closely
- **Confidentiality** – all interventions respect the privacy of members of the school community
Biloela SHS Critical Incident Support Plan

**Phase 1: Prevention** – Conducting assessments to identify potential hazards and develop procedures and policies designed to mitigate or prevent damage, e.g.: Reviewing Workplace Health and Safety (WkHS), Completing Variations to school routine (VAR), Completing Curriculum Area Risk Assessments (CARA), etc.

**Phase 2: Preparedness** – Involves developing plans, policies and procedures should the Hazards identified occur. Preparedness activities include: Drafting and updating BSHS-ISP, Communicating our Incident Support Procedures, participating in Scenario Reviews and conducting Evacuation and Lockdown Rehearsals.

**Phase 3: Response** - The Principal will initiate the appropriate response from the Incident Support Processes below and Supporting Resources R1 to R19.

**Disaster Management:** Incident that occurs requiring a regional or local response to a situation such as: war, cyclones, floods, a tsunami and/or bush fires. This response is beyond our capacity to respond in isolation.

**Emergency Evacuation Management Plan:** A situation that requires a whole school response, as part ensuring school safety, to a situation such as a gas leak, building fire, lockdown, sudden storm etc.

**Critical Incidence:** Any event which has a stressful impact sufficient enough to overwhelm the usually effective coping skills of either individuals or a group. This would require an immediate “all-hands-on-deck” response. Incidents may include bus, boating, car accident where a significant number of students are affected etc.

**Traumatic Incident:** Traumatic stress from an emotionally and/or physically painful event, that interferes with an individual or individual family group’s normal routine. This incident may be managed over a period of time. Incidents may include death of student(s) or staff member, major /significant illness, identifiable group of students etc.

**Medical Emergency:** Incident that can be managed with First Aid and/or “Management of Health Condition” plans e.g.: Anaphylaxis, bleeding, burns, sprains / strains, spinal injuries, etc

**Phase 4: Recovery** – involves working with affected members of the school community and others to recover and return to a sense of normality as soon as a possible after the emergency or critical incident.

- **Short Term Recovery(Days – Weeks) involves:** Coordinating recovery, collecting information, Setting-up a recovery room, Monitoring reactions, and provide Psychological First aid.
- **Medium Term Recovery (Week – months) involves:** Reassurance and Explanation
- **Longer Term Recovery (Months- Years) involves:** Memorials, Reviewing emergency management plans and providing counselling as required.
**Disaster Management:** Incident that occurs requiring a regional or local response to a situation such as: war, cyclones, floods, a tsunami and/or bush fires. This response is beyond the capacity for the schools resources to respond in isolation and guarantee student & staff safety.

**Initial response by Principal/ Delegate:**
- **Contact Emergency Services** immediately, if required, phone **000**
- **Establish extent** of Disaster through confirming ‘Facts’. Liaise with Banana Shire Local Disaster Coordination Centre (LDCC). Monitor extent of bushfires or flooding that might require evacuation of rural students. Liaise with local Bus companies. Display information on school Notice Board as required. *(See R1 – Incident Data Collection)*
- **Consult with Regional Office** *(See R10 – Regional Contacts).* In consultation with PARS/PAES, SGO or PEO-SS:
  - **Determine** a level of **support** required to ensure the safety of students and staff. Determine Incident support team make-up and delegate roles and responsibilities. *(See R2 – Incident Roles and Responsibilities and begin R3 – Emergency Response Initial Actions).*
  - **Mobilise** the additional **resources** to effectively manage the incident for both the short and long term consequences.
  - **Identify** areas to be used for First Aid, Defusing, Safe Room
  - Identify appropriate **methods for communicating plan to:**
    - staff (outline incident and action plan)
    - parents (outline incident, interventions and ongoing support availability (as required)),
    - advice to media (responsibility of RO Staff)
  - **Mobilise Defusing Team** (GOs/RO staff).
- **Assemble a School Incident Support Team (SIST)** *(See R3).*
  - With SIST members, identify ongoing student/staff support needs
- **Activate communication plan** with school community (Students, Staff and Parents)

**Disaster occurs affecting school**

<table>
<thead>
<tr>
<th>o Internal Communication: Assembly, Message to Classrooms, Phone/Intercoms,</th>
<th>o External Communication: School Website, SMS/email, phones, etc.</th>
</tr>
</thead>
</table>

**Short Term Recovery** *(Days – Weeks) involves:*
- Principal/Delegate and Mobilised SIST being involved in:
  - Coordinating recovery and collecting information,
  - Monitoring the Safe Room, monitoring reactions of staff and students, and providing psychological support from the Debriefing Team,
  - Debrief and Review at the end of each day as required. *(See R4 – Teacher Responses, R5 – “Safe Room” Resource List, R6 – Debriefing: Important Considerations).*

**Medium Term Recovery** *(Week – months) involves:*
- Reassurance and Explanation.

**Longer Term Recovery** *(Months- Years) involves:*
- Memorials, reviewing emergency management plans and providing counselling as required.

**RO Staff, Mobilised SIST and Principal are involved in:**
- Ongoing monitoring of staff and students in the days/weeks/months following the incident,
- SIST to identify key personnel to maintain contact with school (People and Phones),
- RO staff to maintain contact with Principal who advises SIST re monitoring “recovery”.

**Disaster Management:** Incident that occurs requiring a regional or local response to a situation such as: war, cyclones, floods, a tsunami and/or bush fires. This response is beyond the capacity for the schools resources to respond in isolation and guarantee student & staff safety.
Reporting Issue
1. If the issue is detected by a student she/he is to report it to the nearest teacher. If no teacher is near, she/he is to report directly to the office.
2. The teacher receiving the report of a fire outbreak is to URGENTLY inform the Front Office by phone or other means. At the same time she/he should organise for all classes in the block in which the fire occurs to be notified. These should then evacuate immediately without waiting for the general alarm to the Bottom Oval.
3. The Principal will decide to contact Emergency Services. The telephone number is 000. The Principal will instruct Office staff to ring the Emergency Evacuation Alarm.

Alarm
The Alarm, a distinct long repeated tone, will be sounded from the Administration Block. In the case of the alarm being inoperable a continuous ring of a manual alarm will occur. If there is a local bushfire that may affect the safety of students on the oval, parade may be relocated to the Space Frame, if no buildings are also threatened.

Evacuation in Class Time
1. The safety of students is the prime responsibility of the classroom teacher/supervisor in case of fire.
2. Class rolls must be taken by the supervisor to confirm student numbers.
3. Classes, under the control of the class supervisor, are to leave all belongings, exit the rooms and move quickly to the bottom oval in an orderly manner. The supervisor will exit, close and lock the door.
4. Supervisors should stop machines, isolate power supplies and arrange for the safe storage of chemicals in use at the time of the alarm, if time permits.
5. The main power switch and isolators, located at the end of G-block, will be turned off as required, by the Reprographics Aide, or in her absence, by one of the Deputy Principals. Keys are located in the top drawer in the reprographics room.
6. The supervisor will keep the class together and follow the routes shown on the attached map.
7. When classes reach the oval, they are to remain in their classes, with their class supervisor, and sit in alphabetical order in a single file behind their supervisor in the Year level position, which will be indicated by the signs on the trees. Composite classes will line up in the highest Yr level class area.
8. Students in RC/RTC/sickbay/Inst music/Visitors, etc. will remain with the supervisor in charge of their area and follow the most appropriate evacuation route to the designated area.
9. Officer IC to check for all classes present from supervisors, using class rolls, starting at year 12 (to account for composite classes) and mark appropriately on master timetable.
10. All staff without classes are to check staffrooms and buildings as they follow safe routes to their designated assembly area in the grandstands.
11. Schools Officers are to check student toilets to ensure the all clear in those areas.
12. Classes will return to their rooms, under the control of their supervisors only after direction has been given by the Officer in Charge.

NOTE: The Office will print a roll for each year level at the beginning of each Term in case a critical incident involves a power outage. A class list will be maintained in the daily roll marking folders as well even though we use electronic roll marking.
### Emergency Evacuation Plan continued...

#### Evacuation in Non Class Time
1. If fire breaks out before school, during lunch breaks or during session changeovers, students are to move independently to the oval and assemble in Care Groups as indicated by the year level signs on the trees. Students will be under the control of their Care Group teacher and Year Coordinator.
2. When moving to the oval, no persons should walk under buildings.
3. All staff are to check staffrooms and buildings as they follow safe routes to the designated assembly area, and follow evacuation procedures as per “Evacuation in class time”. Schools Officers are to check student toilets to ensure the all clear.
4. Attendance checks will be carried out using CG rolls brought to the oval by a teacher aide or administrative staff.

#### General Notes
1. Copies of the Evacuation Drill Procedures are posted in all rooms of the school.
2. Care Group teachers have the responsibility of making sure that students in their Group are familiar with these procedures.
3. *The Evacuation Drill Log Book is to be maintained annually by WHSO, all members of staff to sign indicating that they have read and understood the procedures.*

#### L Block Additional Evacuation Procedures
*When the emergency is at the farm:*
1. Evacuate students to the bottom oval
2. Advise the school Administration who contacts emergency services
3. Switch off electricity supply if time permits and safe to do so

#### Special Needs Students
A. If in SNU, teachers and aides to oversee evacuation in line with above procedures.
B. If SNU students are in other classes, extra support may be necessary whilst following procedures outlined for those classes.
C. Teacher aides in charge of wheelchair students will arrange their evacuation to the oval by the safest and most convenient route. Teacher/aide to ensure immediate access to wheelchair.

#### LOCK DOWN

**REPORT FOR A LOCKDOWN**
1. If a lockdown situation is needed, staff to notify office via the phone system.
2. Staff to organise students in the affected area to go into immediate lockdown.
3. Office staff to ring the Police on 000.

**LOCKDOWN ALARM**
This alarm will be given by continuous short burst tones, sounded from the Administration Block.

#### Class time
1. The safety of the students is the prime responsibility of all staff.
2. Staff are to remain with their current class.
3. Staff are to lock or secure doors and windows and check to ensure that adjoining room doors and windows are locked or secured.
4. Students and staff are to sit on the floor, under desks, away from doors and are to minimise visibility from windows as much as possible.
Emergency Evacuation Plan continued...

5. Students and staff are to sit quietly and minimise movement in the rooms. Mobile phones are to be turned off and collected by the teacher.
6. Be suspicious of anyone attempting to enter the room – do not open.
7. The All clear will be given by the following announcement over the PA system by the Principal or Deputy Principal. Attention. This is “Name”. The lockdown is now over. All students and staff are to report to the space frame for a parade. Thank you. Only after this announcement can you unlock the doors.

Non-class time
1. Staff are to move students into classrooms as quickly as possible.
2. All staff are to unlock nearby classrooms and help move students into classrooms.
3. Staff are to lock or secure doors and windows and check to ensure that adjoining room doors and windows are locked or secured.
4. Students and staff are to sit on the floor, under desks, away from doors and are to minimise visibility from windows as much as possible.
5. Students and staff are to sit quietly and minimise movement in the rooms. Mobile phones are to be turned off and collected by the teacher.
6. Be suspicious of anyone attempting to enter the room – do not open.
7. The All clear will be given by an announcement over the PA system by the Principal or Deputy Principal. Attention. This is “Name”. The lockdown is now over. All students and staff are to report to the space frame for a parade. Thank you. Only after this announcement can you unlock the doors.
8. Students and staff to assemble in the space frame once the announcement has been made for marking of rolls.
9. If necessary, The Evacuation Bell will sound and staff and students will follow the expected evacuation procedures.

SCHOOL EVACUATION – (A distinct long repeated tone off the siren)
1. Stand in your place and put your chair in (take no belongings).
2. Move outside the building under the instruction of your teacher.
3. Move to assembly area on oval in an orderly manner.
4. When you arrive at the assembly area, sit quietly with your teacher in your designated area and remain in your class group.
Critical Incident:

Any event which has a stressful impact sufficient enough to overwhelm the usually effective coping skills of either an individual or a group. This incident would require an immediate “all-hands-on-deck” response. Incidents may include Bus Crash, Boating accident, Car Accident outside school grounds, when a large number or percentage of the school community has been affected etc.

Critical Incident occurs affecting members of the school

Initial Response by Principal/ Delegate:

- **Contact Emergency Services** immediately, if required,
- **Establish extent** of incident through confirming ‘Facts’
  (See R1 – Data Collection).
- **Assemble** a school based **Critical Incident Response Team (CIRT)**
  (See R2 – Incident Roles and Responsibilities).
  - Chair a meeting of relevant CIRT team members as soon as possible:
    - DPs, BSM, HOD(s), GO, Chaplain, Nurse, YLCs etc as required.
  - Share known ‘Facts’
  - Establish clear roles within the team (Who is to do what?) For example:
    - **Incident Controller** (Principal /Delegate – in charge of situation)
    - **Incident Logistics Officer** (could be off-site but coordinates incident response at the site, securing material, resources and support services – DPA)
    - **Agency Liaison Officer** (DPB – coordinates outside responses and the setting up of the Safe Room and Diffusing Area as well as other duties as delegated by the Incident Controller)
    - **Safety Officer** (WHSO – ensures actions conducted with student and staff safety focus)
    - **Public Information Officer** (An office staff member)
    - **Safe Room Operations Officer** (Usually GO/Chaplain)
    - **Incident Room Manager** (First Aid/Diffusing Room and Office Management - BSM & delegated staff)

  - **Principal/ Delegate, Regional Office Staff & CIRT staff coordinate** an interim and appropriate response.
    (See R3 – Emergency Response Initial Actions).
    This may include:
    - Plan for a Whole school or small group announcement (Communication Plan)
    - Plan for counselling and support options
      (See R4 – Teacher Responses).
    - Consider opening, staffing and resourcing of:
      - “safe room” (Resource Centre, Performance Centre), and,
      - Separate parent and student reception or waiting rooms – Diffusing Area,
    - Further systems, supports, or resource list
      (See R5 – “Safe Room” Resource List and R6 – Debriefing: Important Considerations).
- **Consult with Regional Office.**
  (See R10 – Regional Contacts).
- In consultation with PARS/PAES, SGO or PEO-SS **confirm** a level of support required to ensure the safety of students and staff.
With SIST, **identify** ongoing **support** needs of students and staff

- **Confirm** a level of **support** required to ensure the safety of students and staff,
- **Mobilise** the additional **resources** to effectively manage the incident for both the short and long term consequences.
- **Identify** areas to be used for **defusing**
- Identify appropriate **methods for communicating plan** to:
  - **staff** (outline incident and action plan)
  - **parents** (outline incident, interventions and ongoing support availability (as required),
  - advice to **media** (responsibility of RO Staff)
- **Mobilise defusing team** (GOs/RO staff)

**Activate** communication **plan** with school community (Students, Staff and Parents)

- **Internal Communication**: Assembly, Message to Classrooms, Phone Intercoms,
  - Prepare and read factual note to Staff rooms and Class rooms
  - Check for staff response
- **External Communication**:
  - Script for office staff & phones
  - RO authorised statement to be sent home
  - Contact EQ Media unit (RO responsibility)

**Inform parents** of incident, interventions and ongoing support availability (as required)

- **Develop** a brief factual **statement** share with parents:
  - Letter or note to all students / families
  - Phone contact
  - SMS service.
  - Email (Newsletter list) Website, SMS/ email service, phones, etc.
  - If no services (phone, internet, mobiles) consider moving to off-site base for communication (Biloela Primary School or Civic Centre)

<table>
<thead>
<tr>
<th>Short Term Recovery (Days – Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal/Delegate and Mobilised SIST</strong> are involved in:</td>
</tr>
<tr>
<td>- Coordinating recovery and Collecting information,</td>
</tr>
<tr>
<td>- Setting-up a recovery room, Monitoring reactions, and Providing Psychological First aid.</td>
</tr>
<tr>
<td>- Debrief and Review at the end of each day</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Medium Term Recovery (Week – months) involves:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reassurance and Explanation</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Longer Term Recovery (Months- Years) involves:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memorials, Reviewing emergency management plans and providing counselling as required.</strong></td>
</tr>
</tbody>
</table>

**RO Staff (if necessary), School SIST and Principal are involved in:**

- Ongoing monitoring of staff and students in the days/weeks/months following the incident
- **SIST** to identify key personnel to maintain contact with school (People and Phones)
- **RO staff** to maintain contact with Principal and SIST to monitor “recovery”
List of Common Acronyms:

- PARS  Principal Advisor Regional Services
- PAES  Principal Advisor Educational Services
- SGO   Senior Guidance Officer
- PEO-SS Principal Educational Officer - Student Services
- GO    Guidance Officers
- RO    Regional Office
- SIST  School Incident Support Team
- CIRT  Critical Incident Response Team

Relocation (off-site evacuation) plan and checklists

Educational personnel may have similar roles in an off-site evacuation to an on-site evacuation. After an off-site evacuation the school site may need to be inspected or cleared by relevant authorities before people return to the site. Any necessary transport arrangements for an off-site evacuation should be planned in advance; contact the Local Emergency Management Committee (chaired by the Local Government). Usually, Biloela State School would be considered as the off-site location of choice or the Biloela Civic Centre.

Suggested Steps for Relocation

1. Principal (Incident Controller) assesses situation and seeks advice from:
   - Regional Office
   - ESMU
   - Fire and Emergency Services agencies. Note: In case of bushfires obtain more information at:
     - RFS website: www.ruralfire.qld.gov.au
     - EPA/DERM website - www.epa.qld.gov.au
     - ABC Radio
2. Enact evacuation plan/sequence using only safe routes.
Critical Incidents and Emergency Management Plan

### Traumatic Incident:
Traumatic stress from emotionally and/or physically painful event, that interferes with an individual or individual family group’s normal routine. This incident would be managed over a period of time. Incidents may include Death of student(s) or Key Staff member, Major /significant illness, containable and identifiable group of students etc.

#### Initial Response by Principal/ Delegate:
- **Contact Emergency Services** immediately, if required,
- **Establish extent** of incident through confirming ‘Facts’ and brief the Admin and Office Team members (R1).
- **Assemble** a school based response team (SIST)
  - Chair a meeting of relevant SIST team members:
    - DP, HODs, GO, Chaplain, School Nurse, Year Coordinators etc.
  - Share known ‘Facts’
- **Establish clear roles** within the team (Who is to do what?)
- **Principal/ Delegate, Staff & SIST coordinate** an interim and appropriate response. This may include:
  - Plan for a Whole school or small group announcement (Communication Plan)
  - Plan for counselling and support options
  - Consider opening, staffing and resourcing of:
    - “Safe room” (Resource Centre, Performance Centre), and,
    - Separate parent and student reception or waiting rooms – Diffusing Area,
    - Further systems, supports, or resource list (See R4/5/6).

- **Inform Regional Office** if necessary (See R10 – Regional Contacts)
  - In consultation with PARS/PAES, SGO or PEO-SS confirm a level of support is appropriate for the safety of students and staff,
- **With SIST, identify ongoing support** needs of students and staff
  - Confirm a level of support required to ensure the safety of students and staff,
  - Mobilise the additional resources to effectively manage the incident for both the short and long term consequences.
  - Identify areas to be used for defusing
  - Identify appropriate methods for communicating plan to:
    - staff (outline incident and action plan)
    - parents (outline incident, interventions and ongoing support availability(as required),
  - advice to media (responsibility of RO Staff)
  - Mobilise defusing team (GOs/RO staff) if necessary.
- **Activate communication plan** with school community (Students, Staff and Parents) (See Page 8.)

Continuation of response from Disaster, Emergency, Evacuation, Critical incidence or Medical emergency / Medical condition that falls within the schools capacity to manage.

A new or recent personal or family circumstance that interferes with normal functioning: i.e. school attendance and school engagement for school age students, emotional, etc.
Substantive Policy – EPPR:

- HLS-PR-009: Administration of Routine and Emergency Medication in Schools
- HLS-PR-003: First Aid
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
- HLS-PR-005: Health and Safety Incident Recording and Notification
**R1 Incident Data Collection**

<table>
<thead>
<tr>
<th>Task</th>
<th>Check / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synopsis or Situation: (Gather accurate information)</td>
<td></td>
</tr>
<tr>
<td>- Information gathered from:</td>
<td></td>
</tr>
<tr>
<td>- Their role in the incident:</td>
<td>☐ Witness ☐ Second Party ☐ Third Party</td>
</tr>
<tr>
<td>- Describe the incident</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>- The safety of students/teachers has been secured?</td>
<td></td>
</tr>
<tr>
<td>- Emergency Services required?</td>
<td>Service:</td>
</tr>
<tr>
<td></td>
<td>☐ Involved ☐ Called ☐ In Attendance</td>
</tr>
<tr>
<td>Further information</td>
<td></td>
</tr>
<tr>
<td>- The Time of the incident?</td>
<td>am / pm</td>
</tr>
<tr>
<td>- Where did the incident occur?</td>
<td></td>
</tr>
<tr>
<td>- Who was involved?</td>
<td>Name/s:</td>
</tr>
<tr>
<td>- Who was hurt?</td>
<td>Name/s:</td>
</tr>
<tr>
<td>Response requirements</td>
<td></td>
</tr>
<tr>
<td>- Notifications:</td>
<td>☐ Principal notified: YES / NO Time _____</td>
</tr>
<tr>
<td></td>
<td>☐ Other school staff notified: YES / NO Time _____</td>
</tr>
<tr>
<td></td>
<td>☐ Emergency Services notified: YES / NO Time _____</td>
</tr>
<tr>
<td></td>
<td>☐ District Office notified: YES / NO Time _____</td>
</tr>
<tr>
<td>- Plans for parent notification:</td>
<td></td>
</tr>
<tr>
<td>- Additional guidance counsellors?</td>
<td></td>
</tr>
<tr>
<td>- Debriefing</td>
<td>☐ Operational Debriefing: Date/Time/Location: ___________</td>
</tr>
<tr>
<td></td>
<td>☐ Person Responsible to organise:</td>
</tr>
<tr>
<td></td>
<td>☐ Issues for Follow up action:</td>
</tr>
</tbody>
</table>
R2  Incident Roles and Responsibilities

Complete Nominee names and contact numbers.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Name of staff member &amp; mobile number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Controller</td>
<td>In charge of overall management of emergency situation.</td>
<td></td>
</tr>
<tr>
<td>Principal or delegate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incident Logistics Officer</td>
<td>Responsible for securing materials, resources, services, additional staff and monitoring Safe Room and Diffusing room supports, collects and evaluates information related to development of the incident, status of resources and briefs the Incident Controller.</td>
<td></td>
</tr>
<tr>
<td>DPA (could be off-site person, school officer goes to site of emergency if possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency Liaison Officer</td>
<td>Assists with response to outside agencies requests/information and other duties as delegated by the Incident Controller.</td>
<td></td>
</tr>
<tr>
<td>DPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Officer (WHSO)</td>
<td>Ensures all actions conducted with student/staff safety focus.</td>
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</tr>
<tr>
<td>Safety Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Information Officer</td>
<td>All media/outside information management/ will be supported by regions/DETE media unit.</td>
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<tr>
<td>Office staff member</td>
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<td></td>
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<tr>
<td>Safe Room Operations Officer</td>
<td>Student care/ensuring adherence to school protocols, procedures.</td>
<td></td>
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<tr>
<td>GO/Chaplain</td>
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<td></td>
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<tr>
<td>Incident Room Manager</td>
<td>Manages the school office and sickbay area/First Aid and Diffusing Room (Conference room or Common Room) allowing access for emergency services personnel and managing parents/community.</td>
<td></td>
</tr>
<tr>
<td>BSM</td>
<td></td>
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<tr>
<td>Other Duties:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As delegated by IC</td>
<td></td>
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</tbody>
</table>
R3  Emergency Response Initial Actions

Incident has just occurred (within 24 hours)

Principal should:

- Ensure safety of students and staff
- Call emergency services if necessary
- Establish extent of critical incident
- Contact Regional Office to advise of incident
- Establish a Critical Incident Response Team (CIRT)
- Establish a School Incident Support Team (SIST) and plan for school support program
- With SIST, identify ongoing support needs of students and staff
- Identify areas in Office to be used for defusing and coordinate Incident Room processes
- Inform staff of incident and action plan
- Mobilise defusing team GOs/RO staff if required
- Inform parents of incident, interventions and ongoing support availability (as required)

At end of day:

- With SIST hold brief staff meeting to debrief staff
- CIRT, SIST and Principal /Delegate check-in for support to each other
- Spend time debriefing self
- Principal or Delegate recontacts Regional Office
- Prepare for stress reactions with staff and students (See R4/5/6.)

Incident occurred 24 - 72 hours ago

Principal should:

- Establish facts of incident – Contact Qld Police Service Community Members/Witnesses
- Contact Regional Office / school based GO
- Decide whether there is a need to establish a School Incident Support Team (SIST) and plan for school support program Identify areas to be used for debriefing
- Inform staff of incident and outline management of school day
- SIST to inform staff of stress reactions to be aware of with students and staff.
- SIST to coordinate debriefing
- Inform parents of incident, interventions and on-going support availability (as required)

At end of day:

- Discuss with SIST on-going support needs for students and staff
- With SIST hold brief staff meeting to debrief staff
- SIST and Principal /Delegate check-in for support to each other
- Spend time debriefing self
- Incident Controller recontacts Regional Office to debrief.
R4 Teacher Responses

Immediate Responses

- Make students and/or other persons as safe as possible
- Calm, comfort and console
- Reassure students they are safe
- Provide information about the event
- Reassure that strong emotional reactions are normal
- Actively listen, accept silence but allow emotional reactions, integrate thoughts, feelings and behaviour
- Set students simple and practical tasks
- Check availability of family/home supports
- Link students to natural support networks
- Debrief with trusted person

Medium Term Responses

- Restore normal routines as soon as possible
- Model coping
- Actively listen (see above)
- Accept talk of the incident without encouraging obsessive thinking about the event
- Reassure students that the event was unusual (ie safety is more probable)
- Monitor students coping
- Refer to counsellors as necessary
- Preserve own mental and physical health

Long Term Responses

- Talk with colleagues about students
- Talk with colleagues about impact of event on school and you personally
- Monitor students (anniversary etc)
- Preserve own mental and physical health
- Review school management plan in light of the particular event

Our Emergency Management Plan is reviewed annually in September prior to the official start of the bushfire season and cyclone season. Contact details within the EMP are to be reviewed at the start of each school semester.
R5  “Safe-room” Resource List

Staffing
- Defusing room- Counsellor(s) plus observer (GO, Nurse, Psychologist, Social worker, Chaplain, Youth Support Worker /officers)
- Reception / Waiting area foyer
  o Safe-room Manager
  o Encouragers (DP(S), HC, Senior Teachers)
  o Phone calls to parents (DP, HC, HOD)
  o First aid Officer

Defusing / Debriefing Rooms Resources:
- “7 Phases” of Debriefing resource (See R6 – Debriefing: Important Considerations).
  - Chairs
  - Water
  - Paper
  - Pens

Reception /Waiting Room Resources:
- Name Tags /Pens (identify visitors to the school)
- First Aid Kit
- Chairs & Tables
- Milo, Tea, Coffee
- Entertainment:
  o Card Games (Uno, Snap, 500, 21, Poker)
  o Magazines
  o Puzzles
  o Word puzzles
  o Brain teasers
  o Music/ CD /Ipod /Computer with Speakers (NOT RADIO)
  o Drawing, writing, painting
  o Playing music/singing
- Whiteboard to list off Behavioural expectations (See R4 - Teachers Response).
  o No phones
  o No texting
  o No email
  o Waiting Patiently Please
  o Talk freely
  o Inappropriate comments will not be tolerated.
- Whiteboard for list of suggested activities while in reception
- Whiteboard to list out plan while in the “safe-room”.
- Phone access (Safe Room Manager Link to SIST/ Admin Conference room)
- Computer / OneSchool access or Parent Contact list (Parent contact details)
- If appropriate, handouts on Mental illness symptoms.
Debriefing: Important Considerations

Debriefing is a support process, rather than a professionally administered therapeutic intervention.

The group debriefs itself; it’s not “debriefed” by a facilitator.

Debriefings are most effective when the process has management and organisational support.

The debriefing facilitator should be someone completely independent of the stressful or traumatic incident.

Participation in a debriefing should be voluntary, not mandatory.

Only those involved and the facilitator should attend the debriefings, with peer supporters present where such a team is in operation.

The stress debriefing is a group process, not one conducted with individuals.

The debriefing facilitator should be trained in this process, regardless of their professional academic qualifications.

Debriefing Procedure

Offered 24-72 hours post incident.

Debriefing can last up to 3 hours.

7 Phases:
  A. Introductory Phase
  B. Fact Phase
  C. Thought Phase
  D. Reaction Phase
  E. Symptom Phase
  F. Teaching Phase
  G. Re-entry Phase

A. Introductory Phase

Key Points of this phase:
  • Introduce yourself
  • Convey the purpose of the meeting
  • Explain the debriefing process and give an overview of what occurs and how it can help
  • Set the ground rules

1. Introduce self and team
2. To acknowledge, share, empathise, and support each other
3. Time allocation – at least 1 hour. Important to stay for the duration
   - The debriefing is a stress management process, not therapy/treatment
   - Accelerates normal recovery to normal people experiencing stress after an abnormal event
   - Educate on stress management and how to look after yourself
   - Not an enquiry/operational debriefing
   - Some issues may not be able to be resolved by the group. Individuals may need further individual counselling
   - Process is confidential
   - Encourage individuals to talk about their own feelings, but there is no obligation

4. Turn off phones
   - Don’t interrupt others from talking. Wait for the facilitator to say, “Would you like to say anything else?”

B. Fact Phase

Key Points of this phase:
   - To describe traumatic events from each person’s perspective
   - Encourage the telling of their story, the facts, from their perspective
   - Each person takes turns in adding details until the incident is described
   - Allows for the recreation of the scene in the safety of the group

Questions that may be useful in this phase are:
   - Who are you and what is your role?
   - Where were you at the time of the accident?
   - What did you see/hear/what was happening when you arrived at the scene?
   - What did you do when you arrived on the scene?
   - Were there any special/unusual sights, sounds, and smells at the scene?

C. Thought/Cognition Phase

Key Points of this phase:
   - Allows participants to share their first thoughts/reactions about the incident, or they can recall on reflection

Questions that may be useful in this phase are:
   - What were your thoughts when you got to the scene and things started happening?
   - What was going through your head at the time?
   - What was the first thing you thought of when it happened?
   - What do you think about the event now?
   - What will you take away from this event?
   - What about the scene would you like to erase?
D. Reaction/Feeling Phase

Key Points of this phase:

- To have participants identify what was the most traumatic or disturbing aspects of the event for them
- To have participants discuss the effects on those around them (family, friends, colleagues etc.)
- The facilitator normalises these feelings – normal feelings to an abnormal situation

Questions that may be useful in this phase are:

- What was the worst thing for you personally?
- How did you feel when it happened?
- What was it like for you?
- How did you react at the scene?
- Have you ever felt like that before?
- How do you feel about the event now?
- How are you feeling now?
- How is this affecting you physically?...emotionally?...socially?
- What did you see?...hear?...touch?...smell?

E. Symptom Phase

Key Points of this phase:

- To identify personal symptoms of distress
- Participants are asked to describe their reactions – cognitive, physical, emotional or behavioural experiences they had at the scene and subsequently (emotional disturbance, sleep difficulties, depressed feelings, intrusive thoughts, substance abuse etc.)
- Participants may be asked to trace in a chronological fashion their reactions from the accident to now. Help them realise that their reactions change over time

Questions that may be useful in this phase are:

- How did you know this was a bad event?
- What signs or stress reaction did you have at the time of the event?
- What signs or stress reaction did you have 24 hours later?
- What signs or stress reaction do you have now?
- What are some of those signs of stress reactions?
- Are you reliving the event?
- What would others (significant others) say about your behaviour since the event?

F. Teaching Phase (Symptom Management)

Key Points of this phase:

- To educate participants about stress reactions and patterns of recovery
Symptoms:
- Help participants appreciate the wide variety of symptoms that constitute stress reactions – constant fearful vigilance, sleep disturbance, nightmares, flashbacks, intrusive memories, preoccupying thoughts of the trauma, anxiety, anger, emotional numbness, depressive thoughts, loss of interest and withdrawal from life.
- Highlight that symptoms are normal and are to be expected following a trauma.

When to seek professional help:
- Participants are taught how to be aware of the signs of stress and discuss possible triggers and how to handle these. Warn about possible return of symptoms with triggers
- If the individual cannot handle the intense feelings or physical sensations
- If the disturbances continue
- If you have none to share your emotion/behaviour that are worrying you

Grief Reactions:
- Grievers need to work through it in their own way/pace, reactions will vary

Shock and denial
  - more pronounced in the case of sudden and unexpected death
  - refusal to face the event
  - feelings of numbness/inability to comprehend what has happened, emotionally overwhelmed
  - Gives way to denial. May be a defence mechanism that allows the griever to absorb the loss little by little

Confrontation
  - Most intense phase with extremes of emotion evident – sensitive to insult, bitterness, resentment, guilt, range of hostile emotions with intensity
  - Anger at the loss. Can be directed at anyone (God, doctors, family, the deceased). Not personal, but an expression of protest, feeling of being left alone, abandoned

Disorganisation
  - Usually brief, but characterised by unproductive purposeless, non-directed activity
  - Can have irrational thoughts “if only…”

Depression/Despair
  - Flatness in affect, loss of interest in themselves, life, environment and significant others, apathetic, withdrawn
  - Can be irritable, obsessive preoccupation with dreaming about the deceased, sense of relief which sometimes causes guilt

Reorganisation/Acceptance
  - The griever manages to integrate the loss and resume normal daily living/routines, coming to terms with the changed circumstances, regaining perspective
  - Can be a recurrence of guilt here as the griever feels that they are betraying the deceased by starting to enjoy life again
Stress Management:
- Use social supports by talking about feelings, thoughts and symptoms, relaxation procedures, exercise, diet, sleep
- Provide stress management in a written form

Support Network:
- Discuss what additional resources are available such as formal agencies, informal social networks, and work networks. Remind that some family, friends or colleagues may increase stress.

NOTE:
- Importance of re-establishing routine
- Importance of not making major life decisions too soon

G. Re-entry Phase
Key Points of this phase:
- The summing-up phase
- Provide summary statements of what has happened in the group
- Reinforce commonly made points and emotional reactions
- Thank all members of the group for their involvement and participation in the group
- Reinforce that people’s comments may have been helpful to others in the group – all part of the recovery process
- Encourage participants to discuss anything they wish within their local support groups, but reinforce confidentiality of the group and proceedings
- Provide information about referral/support services and contact numbers should they require further assistance
- Provide handouts that detail information on stress reactions and coping techniques
**R7 PREPAREDNESS: Actions Taken Prior to a Natural Disaster (Cyclone, Storm, etc.)**

**Aim is to minimise damage and loss where practical:**
- Trim treetops and branches well clear of all buildings.
- Clear the school property of loose material that called blow about and possibly cause injury or damage during extreme winds e.g: outdoor furniture, loose timber, student furniture, bike racks.
- Ensure that gutters and drains are cleaned regularly.
- Back-up tapes are in a secure place offsite.
- Central Queensland Region disaster procedure offsite.
- MAR and BMP are in a secure place offsite.
- Remove all covered shade sails.
- Secure all wheelie bins indoors.
- Ensure all windows and external door are closed and secured.
- Turn off and unplug electrical appliances and computers.
- Check food supplies in Tuckshop especially frozen foods. There should be removed and kept on alternative site to minimise any losses.
- If you have a changeable sign please ensure that the sign is lowered and all letters removed.
- Gates in perimeter fencing should be padlocked.
- Should you have garden sheds located on site which store equipment or files you may want to relocate these items as a precautionary measure.

**Related Policies and Procedures**
R8 SCHOOL CLOSURES DURING A SCHOOL DAY

Please Note: Only the Regional Director can decide to close a school

To allow schools to make necessary contacts, the media will NOT be advised of the closure decision until one hour after the Regional Office has sent the fax and email to schools.

SCHOOLS’ RESPONSE

a) The attached telephone tree for the School Clusters will be used when a decision is required during the day to ensure that all schools are aware that schools will close and that a fax is on its way to provide further details.

b) Schools will advise the school transport companies of the decision to close schools.

c) Each principal will endeavour to ensure that all children have a safe means of reaching home and that appropriate supervision is available once they arrive home.

d) Each principal will make arrangements for any child who does not fit into the above category to be cared for at school by the principal or delegated staff.

e) Each principal will endeavour to contact individual parents as required.

f) The “tree” will be used in reverse to inform the co-ordinator if evacuation is completed or if some staff and students still remain at school.

g) Radio stations will then advise parents to collect students. The first co-ordinator on the “phone tree” will advise the Assistant Regional Director on the status of students and staff after the “phone tree” has operated in reverse.

Please Note: School-based after school care facilities will close when the school closes. Contact with other childcare facilities is the responsibility of parents.
R9  District/School Communication Tree

To Notify Staff of Disaster Events/Critical Incidents:

School Principal
John Adie
49928611 (Work)
49928665 (Home)
0429565019

Deputy Principal
Terry Proctor
4992 8633 (work)
0427 629 481

Deputy Principal
Daniel Coxen
4992 8622 (work)
0477 324 712

P&C President
Ray Robins
4992 2268 (home)

HOSES
Kerrianne Darling

HOD Humanities
Dean Brewer

HOD Mathematics
David Lang
4992 8616 (work)
0401 628 692

Science HOD
Tania Roach
4992 8614 (work)
0427 325 346

Guidance Officer
Michael Watson
4992 8604 (work)
0439 707 972

HPE & The Arts HOD
Deborah Smith
4992 8629 (work)
0419 732 204

Canteen
Vicky Dendle
4992 8666

Chaplain
Nigel Kruger
4992 8631 (work)
0402 923 443

English HOD
Halena Hall
4992 8612
0408 717 467

Technology HOD
Jake Cross
4992 8624 (work)
0407 443 080

Mathematics HOD
David Long
4992 8616 (work)
0401 628 692

Science HOD
Tania Roach
4992 8614 (work)
0427 325 346

Guidance Officer
Michael Watson
4992 8604 (work)
0439 707 972

HPE & The Arts HOD
Deborah Smith
4992 8629 (work)
0419 732 204

Canteen
Vicky Dendle
4992 8666

Chaplain
Nigel Kruger
4992 8631 (work)
0402 923 443

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# R10 Regional Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Butler</td>
<td>Regional Director</td>
<td>Mobile: 0408 389 376</td>
</tr>
<tr>
<td></td>
<td>Central Queensland Region</td>
<td>Work: 4951 6902</td>
</tr>
<tr>
<td>David Manttan</td>
<td>Assistant Regional Director</td>
<td>Mobile: 0427 782 702</td>
</tr>
<tr>
<td></td>
<td>(School Performance)</td>
<td>Work: 4971 3613</td>
</tr>
<tr>
<td></td>
<td>Gladstone Area</td>
<td></td>
</tr>
<tr>
<td>Bill McMillan</td>
<td>Regional Manager, Capricornia Building and Asset Services</td>
<td>Mobile: 0408 764 076</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4938 6903</td>
</tr>
<tr>
<td>Ron Lohse</td>
<td>Regional Facilities Manager</td>
<td>Mobile: 0419 798 012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4938 4857</td>
</tr>
<tr>
<td>Trish Collins</td>
<td>Principal Advisor Regional Services</td>
<td>Mobile: 0419 748 237</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4938 4636</td>
</tr>
<tr>
<td>Jo Turner</td>
<td>Principal Advisor Regional Services</td>
<td>Mobile: 0437729404</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4951 6822</td>
</tr>
<tr>
<td>David Eborn</td>
<td>Principal Advisor Educational Services</td>
<td>Mobile: 0457 523 262</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4971 3614</td>
</tr>
<tr>
<td>Anne Lawton</td>
<td>Senior Workplace Health &amp; Safety Consultant, Central Queensland Region</td>
<td>Mobile: 0429 628 674</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4971 3603</td>
</tr>
<tr>
<td></td>
<td>Senior Guidance Officer</td>
<td>Work:</td>
</tr>
<tr>
<td></td>
<td>District Disaster Coordinator</td>
<td>Mobile:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work:</td>
</tr>
<tr>
<td>Robbie Medlin</td>
<td>Regional Director SES</td>
<td>All hours: 4938 4981</td>
</tr>
<tr>
<td></td>
<td>Central Region</td>
<td>Mobile: 0418 770 064</td>
</tr>
<tr>
<td>Patrick Downing</td>
<td>Rockhampton SES Area Director</td>
<td>Mobile: 0419 798 884</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work: 4938 4997</td>
</tr>
<tr>
<td>Leesa Jeffcoat</td>
<td>Director, Catholic Education, Rockhampton Diocese</td>
<td>Work: 4931 3600</td>
</tr>
</tbody>
</table>
## R11 Emergency Telephone Numbers

<table>
<thead>
<tr>
<th>Group</th>
<th>Phone Number</th>
<th>Group</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Police</strong></td>
<td>Life-threatening or time critical emergency</td>
<td>000 Mobile 112</td>
<td>Police Link - Non-life threatening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Crime Stoppers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Local Police Station</td>
</tr>
<tr>
<td><strong>Ambulance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fire Services Authority</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biloela Fire Warden</td>
<td>000</td>
<td>Biloela Fire Warden</td>
<td>000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Emergency Service</strong></td>
<td>132 500</td>
<td>Local SES volunteer units</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>manned only during disasters &amp; emergencies - Ring 132500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biloela 4973 7399</td>
<td></td>
</tr>
<tr>
<td><strong>Biloela Hospital</strong></td>
<td>4992 7000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electricity – Ergon</strong></td>
<td>131 670</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>132 296</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>131 589</td>
<td>Sunwater Service Manager</td>
<td>0428 115 822</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.sunwater.com.au">www.sunwater.com.au</a></td>
<td></td>
</tr>
<tr>
<td><strong>Poisons Information Centre</strong></td>
<td>131 126</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lifeline 24hr Crisis Counselling Line</strong></td>
<td>131 114</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Child Safety Services</strong></td>
<td>1800 811 810 (Queensland only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Disaster Coordination Centre</td>
<td>4992 3511</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4992 4027</td>
</tr>
<tr>
<td><strong>DERM</strong></td>
<td>13 QGOV (13 74 68)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DETE Regional Office</strong></td>
<td>Gladstone Rockhampton Mackay</td>
<td></td>
<td>4971 4333</td>
</tr>
<tr>
<td><strong>Emergency &amp; Security Management Unit (ESMU)</strong></td>
<td>07 3237 0954 or 07 3247 4969</td>
<td><a href="mailto:qld-dete-emru@id.ngcomms.net">qld-dete-emru@id.ngcomms.net</a></td>
<td></td>
</tr>
<tr>
<td><strong>Bus Companies</strong></td>
<td>Callide Coaches</td>
<td></td>
<td>4975 7455</td>
</tr>
<tr>
<td></td>
<td>Valley Coaches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Important Emergency Management locations:

Remember: Student and staff safety is your primary concern. The safety of the educational facility is secondary to your primary duty of care.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Control Point</td>
<td>Administration Office</td>
<td></td>
</tr>
<tr>
<td>Central Control Point (Alternative)</td>
<td>A Block Staffroom A02</td>
<td></td>
</tr>
<tr>
<td>Evacuation Assembly Areas</td>
<td>Bottom Oval</td>
<td></td>
</tr>
<tr>
<td>Emergency Kit</td>
<td>Strong Room</td>
<td></td>
</tr>
<tr>
<td>First Aid Kit</td>
<td>Printery</td>
<td></td>
</tr>
<tr>
<td>Security keys (Distributed)</td>
<td>Strong Room</td>
<td></td>
</tr>
<tr>
<td>Power boards</td>
<td>As per Building Maps</td>
<td>Main Board between F and G Blocks</td>
</tr>
<tr>
<td>Water mains – shutoff</td>
<td>As per Building Maps</td>
<td></td>
</tr>
<tr>
<td>Gas mains – shutoff</td>
<td>As per Building Maps</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Equipment</td>
<td>Refer to floor Evacuation Plan’s for each building</td>
<td></td>
</tr>
<tr>
<td>Key Contact list for Students, Staff and Parents</td>
<td>Strong Room – Updated each Term</td>
<td></td>
</tr>
</tbody>
</table>
**R13 Emergency Kit Checklist**

<table>
<thead>
<tr>
<th>Do we have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard portable First Aid kit with bandages, Savlon, antiseptic wipes</td>
</tr>
<tr>
<td>Medical and Special needs list: children with asthma, allergies</td>
</tr>
<tr>
<td>Individual and/or Emergency Health plans and students’ medications</td>
</tr>
<tr>
<td>e.g. asthma inhalers, EpiPens/Adrenaline Auto-injectors</td>
</tr>
<tr>
<td>Updated attendance/student roll list or printout</td>
</tr>
<tr>
<td>Sunscreen/spare hats</td>
</tr>
<tr>
<td>Emergency contacts telephone list</td>
</tr>
<tr>
<td>Charged mobile phone</td>
</tr>
<tr>
<td>Torch with replacement batteries</td>
</tr>
<tr>
<td>Copy of your building site plan with marked exits</td>
</tr>
<tr>
<td>Map of local streets with evacuation route</td>
</tr>
<tr>
<td>Battery powered radio (if available) and spare batteries</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Keep the kit in a designated, easily accessible place. Office Staff are responsible for making sure the contents are complete.

An updated Student and Staff contact sheet is to be printed each Term as we may not be able to access electronic information in the event of an emergency.
## R14  Emergency Systems Exercise Review

### Evacuation/Lockdown/Lockout (ELL) Exercise Timing

<table>
<thead>
<tr>
<th>Time Record</th>
<th>Hours</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarm sounded and message ELL given (exercise warning included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Staff (Block Warden) responds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School staff (Wardens) check building/floor/area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evacuation/Lockdown. Lockout commenced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School staff (Warden) reports floor/area clear or locked down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrive at assembly point (Evacuation &amp; Lockout only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School staff (Warden) checks students, staff &amp; visitors present against rolls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evacuation/Lockdown/Lockout completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff, students &amp; visitors debriefed on exercise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Problems Encountered:

List any issues or problems encountered during the exercise.

### Issues raised:

List any specific issues or concerns raised during the exercise.

---

## Evacuation/Lockdown/Lockout (ELL) Exercise Review

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

1. Were Emergency Services briefed on exercise prior to exercise being started?
2. Did the person discovering the emergency alert the other occupants?
3. Was the alarm activated?
4. Was the emergency service notified promptly?
5. Was the Emergency Management & Response Unit notified promptly?
6. Did school staff direct persons from the building/site per the evacuation procedures?
7. Were isolated areas searched?
8. Was the evacuation logical and methodical?
9. Did someone take charge? If yes, who?
10. Did occupants act as per instructions?
11. Was a roll call conducted for:
   - Students
   - Staff
   - School Visitors
12. Was someone appointed to liaise with the emergency service/s?
13. Was someone appointed to liaise with the parents/school community?
14. Was the emergency service given the correct information?
15. Did anyone re-enter the premises before the “all clear” was given?
16. Did anyone refuse to leave the building/site? If yes, see attached list for name and reason. To be followed up.

Area of emergency plan tested by current exercise:
## Emergency Drills/Training Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Training Event</th>
<th>Person Responsible</th>
<th>Date(s) completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Staff training on emergency response</td>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Evacuation drill for students and staff</td>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May/ June</td>
<td>Lockdown and Evacuation drills for students and staff</td>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September/October</td>
<td>Evacuation and relocation drills for students and staff</td>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>November/December</td>
<td>QRFS training on fires and bushfires</td>
<td>Deputy Principal</td>
<td></td>
</tr>
</tbody>
</table>
### Emergency Incident Record Sheet

**R16**

**Emergency Incident Record Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time of notification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of person taking the call</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone number on screen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions to ask the caller**

1. What is it? Is it a bomb?
2. When will it explode or be released?
3. Where did you put it?
4. What does it look like?
5. When did you put it there?
6. How will it explode or be released?
7. Did you put it there?
8. Why did you put it there?
9. What is your name?

**Bomb threat questions**

1. What type of bomb is it?
2. What is in the bomb?
3. What will make the bomb explode?

**Chemical/biological threat questions**

1. What kind of substance is in it?
2. How much is there?
3. When will it be released?
4. Is it a liquid, powder or gas?

**Exact wording of the threat:**

<table>
<thead>
<tr>
<th>Gender of the caller:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accent of the caller:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian, Middle Eastern, British, Asian, American, European</td>
</tr>
<tr>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background noise:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None, TV/Radio, Train, Traffic, Music, Construction, Sirens, Aircraft, Voices, Other (specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated duration of call:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated age of the caller:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the caller appear familiar with the area?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**Post this checklist near your phone so it is visible and easily accessible. Remember when dealing with a threat, keep calm & **DO NOT HANG UP THE PHONE** – CALL POLICE on another phone so they can trace the call!**
<table>
<thead>
<tr>
<th>Other comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
R18  Emergency Services Call Sheet Template

Post this checklist near your telephone or computer.

- First decide if you want Police / Fire / Ambulance

Dial **000**, ask for the Emergency Service and be ready with the following information:

1. Your telephone number
2. Details of your location (insert address and postcode)
3. Street Directory reference
4. Exact location within the building or grounds
5. Your name
6. A brief description of the incident (e.g. if you are requesting an ambulance, you will need to describe the symptoms of the person who is ill/injured)
7. Advice on the best entrance to use
8. Advise the name of the person who will meet the emergency services

- Speak clearly and slowly and be ready to repeat information if asked.
- Remain on the phone until the operator tells you the call is finished.